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ABSTRACT

This program, included in "Effective Reading Programs...," serves more than 11,200 disadvantaged students in kindergarten through grade 6. The children live in an inner-city area and come from low-income families. The program is individualized and objectives based. The basic reading skills to be learned from readiness to grade 8 are defined in behavioral objectives and arranged in order of difficulty on a continuum provided for the teacher. The teacher selects from a wide variety of materials at the school resource center those materials most appropriate for each objective and for each student's learning style. Following instruction, the student is tested on the objective and, on mastery, progresses to the next objective. An individual student profile indicates the objectives mastered to date and the objective currently being studied. Students receive tutoring assistance from neighboring junior high school students, and a parent advisory committee plays an active role in the program. Teachers and the coordinator and librarians receive 110 hours of inservice training per year covering basic reading skills, use of diagnostic instruments, instruction techniques based on students' learning modality, and classroom management systems. (WR/AIR)

ED106798

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P
READING
I
M
E

A NARRATIVE DESCRIPTION OF THE PRIME READING PROGRAM
ESEA TITLE I

ARNOLD FINCH, ED.D., SUPERINTENDENT

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FRESNO UNIFIED SCHOOL DISTRICT

2348 North Mariposa

Fresno, California 93721

January 1973

OS 001848

COMPENSATORY EDUCATION SCHOOLS
Fresno Unified School District

School	Principal	Reading Resource Teacher
Aynesworth	Ruben Barrios	Sandra LaCroix
Bethune	Rutherford Gaston	Jean Williams
Calwa	John Savona	Mildred Thatcher - Rich Turney
Carver	Richard Corsaro	Opal Bordona
Columbia	Richard Firpo	Karen Thurston
Emerson	Larry Garcia	Jackie Christensen
Franklin	Robert Edmond	Elizabeth Terronez
Jefferson	Ernest Melella	John Wall
Kirk	Gary Christensen	Shirley Wiley
Lane	Albert Psenner	Dorothy Sommers
Lincoln	Vurdell Newsome	Rose Smith - Mary Fosten
Lowell	Byrum Johnson	Beverly Larrea
Rowell	Joe Bullington	Barbara Myers - Adina Janzen
Teilman	Wayne Snell	Rachel Randolph
Webster	Jack Ragsdale	Ruth Horne - Albert Sanchez
Winchell	Michael Pratt	Vera Pettus - Naomi Arabian

CONTENTS PAGE

Introduction

Philosophy

Development of Program

Description of Program

  - Inservice Staff Development . . . .
  - Classroom Environment . . . .
  - Diagnosis and Profiling . . . .
  - Reading Approach . . . .

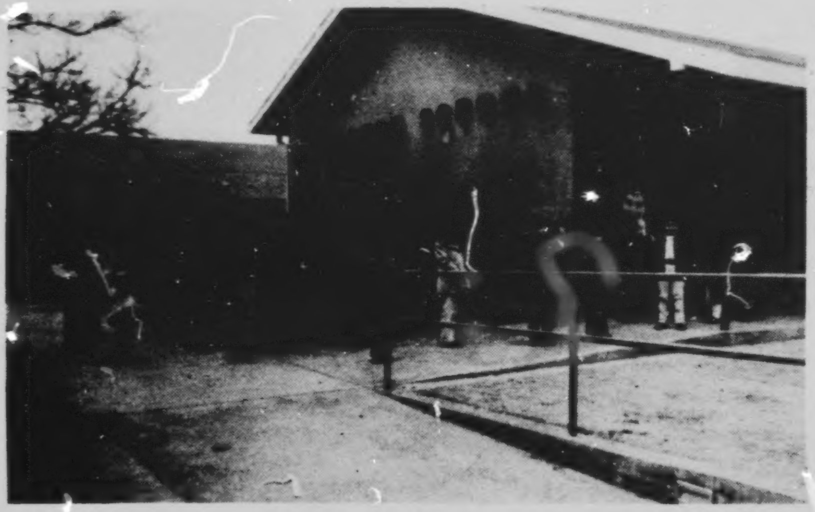
INTRODUCTION

The PRIME Reading Program is most simply described as being an attempt to find a better way to teach Compensatory children to read. There have been many attempts in our own district, as well as attempts throughout the nation, to reduce and finally to eliminate the disadvantaged child's barrier to reading success. Some of these attempts have been more successful than others. One which has had measurable success has been the Fresno Unified School Districts PRIME Reading Program. The Fresno program has been one of considerable change during the years. As could be expected, the changes came as unproductive methods were replaced by those which seemed to have more promise. The program as described in this publication is still going through change and will continue to do so.

This narrative description was written to accurately describe the PRIME Reading Program to parents, district and administrative staff including teachers, aides, principals and other administrators, other districts, and to the State Department of Compensatory Education. It will include the Philosophy, Development and Implementation of the program.

Prime * * * * Reading

This pictorial summary will provide an explanation of the individualized reading program used in the Title I schools, in the Fresno Unified School District. The summary will include the Philosophy, Development, and Implementation of the program.



The following statement of belief served as a guide for the development and implementation of the Title I Reading Program in our district. It provided the underlying philosophy under which the instructional team performed their duties.

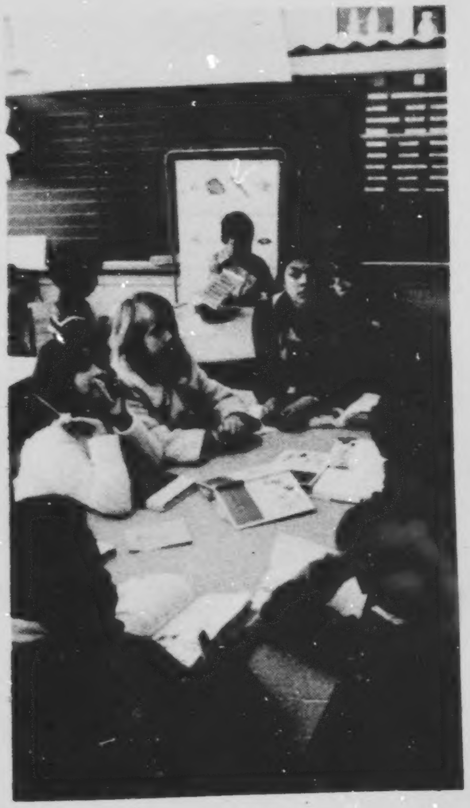
Philosophy

Every child in Fresno Unified School District can learn, therefore, it is our responsibility to teach all children.
During childhood, learning is a vital, basic, essential and inevitable activity.
In order to learn the child must be involved in the learning process.

A child's behavior is his response to his environment; when environment changes the child's behavior changes.

The adults in a child's life establish the models for his behavior, so when adult behavior changes, a child's behavior changes.

Each teacher is responsible for determining the teaching-learning methods and experiences in his classroom. Therefore, evaluation of pupil progress is basically the evaluation of the effectiveness of the selected learning experiences.



SUCCESS IN LEARNING LEADS TO GREATER SUCCESS IN LEARNING

In order to achieve excellence in education, a model based on mastery and success must supplant the prevailing error-oriented emphasis which condemns a child to be a failure.

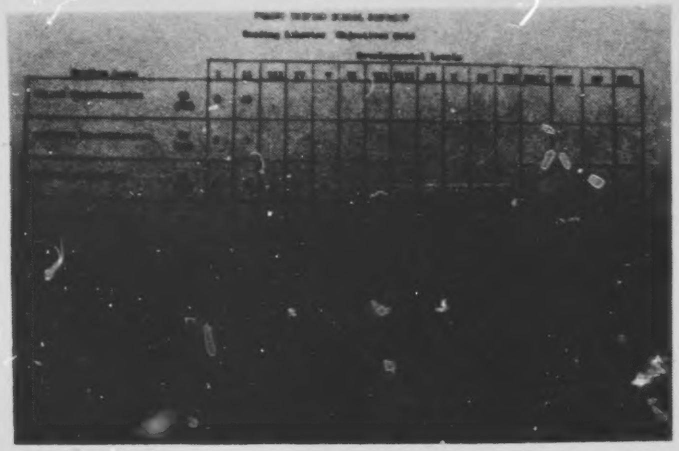
He has the fundamental right to come to school and learn at his own time, at his own pace and achieve identity as a worthwhile individual in his own eyes and the eyes of his peers.

DEVELOPMENT

The Title I Reading Program took on a new dimension in the fall of 1969. It changed from a strictly remedial program to one that would focus on the needs of all students. A vehicle for accomplishing this had to be developed.

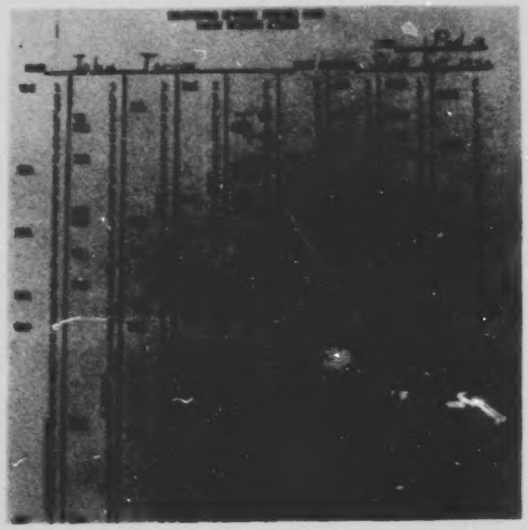
A writing team composed of classroom teachers, principals, and resource teachers developed a progression of instructional performance objectives.

These objectives were organized into what we call our skills sequence. Each skill or objective has been stated in behavioral terms and sequenced developmentally within each unit and across each level. This sequence is based on 16 levels of difficulty.



Diagnostic tests are given to every pupil to determine skill needs and establish an instructional level based on our skills sequence.

Results of the diagnostic test are then charted on an individual profile. From this profile, the teacher can determine the instructional needs of the child.



When a teacher writes a child's prescription for a specific objective, she will use her background of professional training and experience to prescribe materials and activities suitable to each student's individual learning modality.

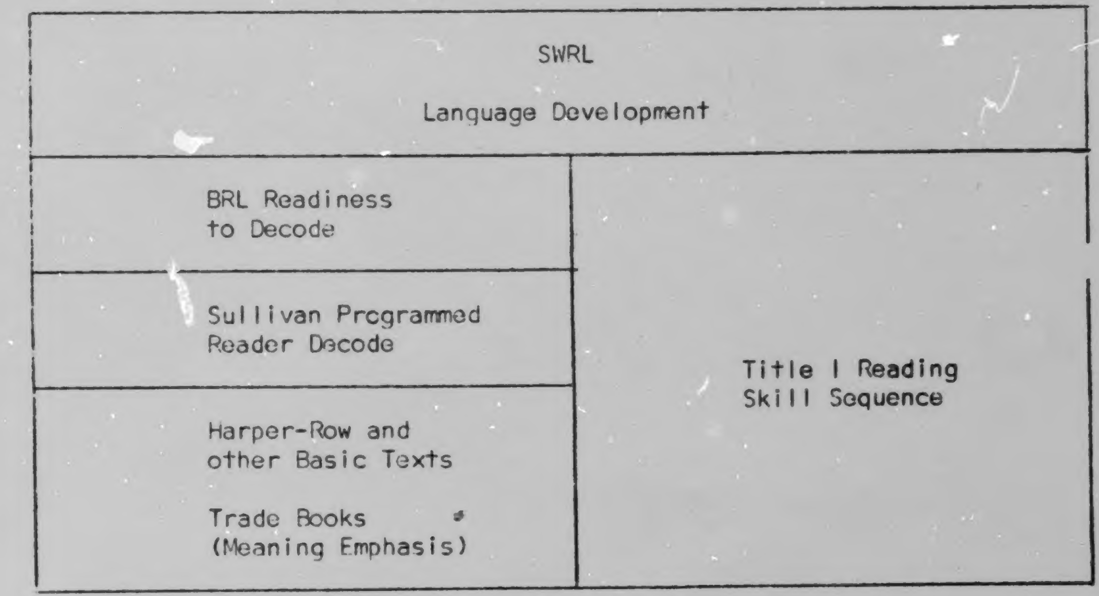
Even though we provide materials that are listed in the skills sequence teachers have the privilege of using any technique or materials they choose; but, they must use the criterion reference test to measure the learning of each objective.

In this way the child is constantly given tasks he understands and is successful in completing. These are tasks that he sees for himself as steps to better reading.

Working at his particular level on his own skill needs, he is encouraged to move to the next level or skill as rapidly as he has attained mastery.

READING APPROACH

The Reading Approach is depicted by the chart shown.


SWRL
Language Development
BRL Readiness to Decode
Sullivan Programmed Reader Decode
Harper-Row and other Basic Texts
Trade Books (Meaning Emphasis)
Title I Reading Skill Sequence

There are three types of materials used for learning readiness and language development

DISTAR

[illegible]RL Reading Readiness Program (Behavioral Research Lab.)

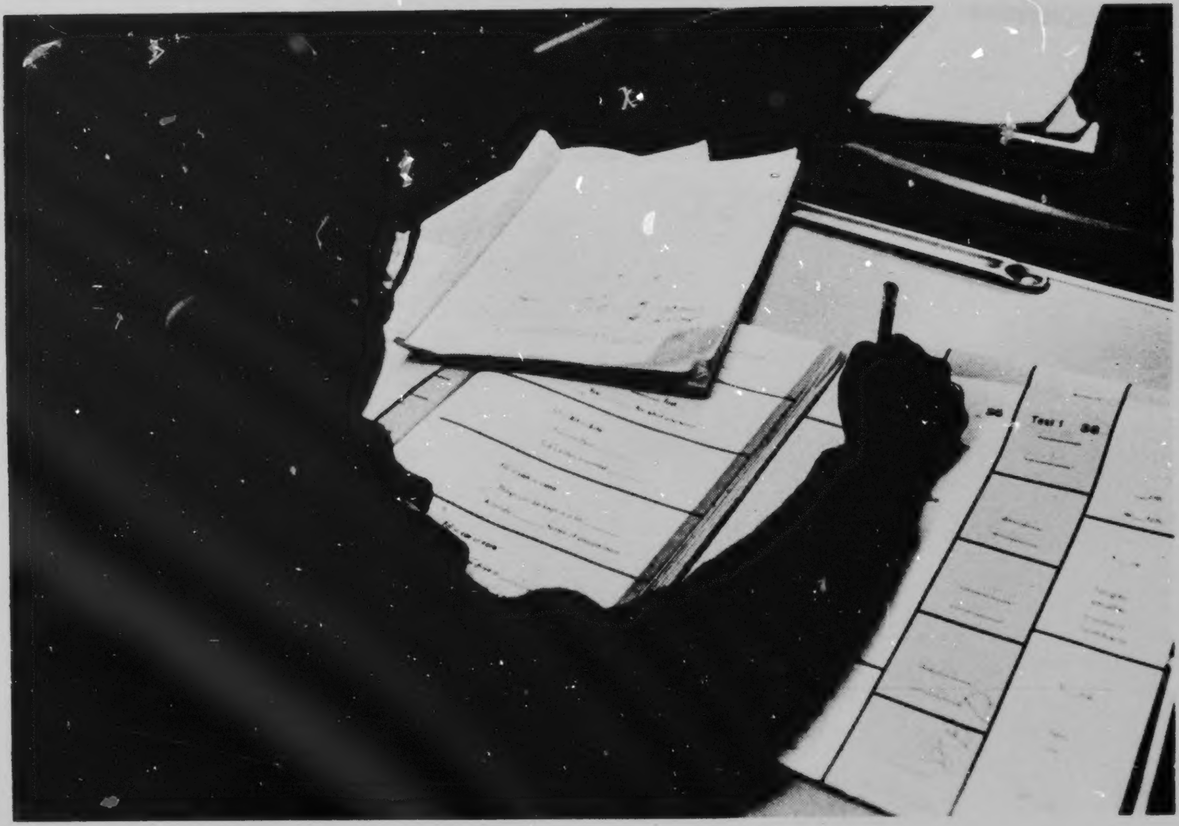
abcd
f
e
g
desk

SWRL Southwest Regional Laboratory (ICP)

C. Many listening stations were set up in the Reading Resource Lab so that a student could come there for auditory instruction. The Lab is considered an appendage to the classroom with no remedial stigma attached, as all students using programmed materials use the Lab.

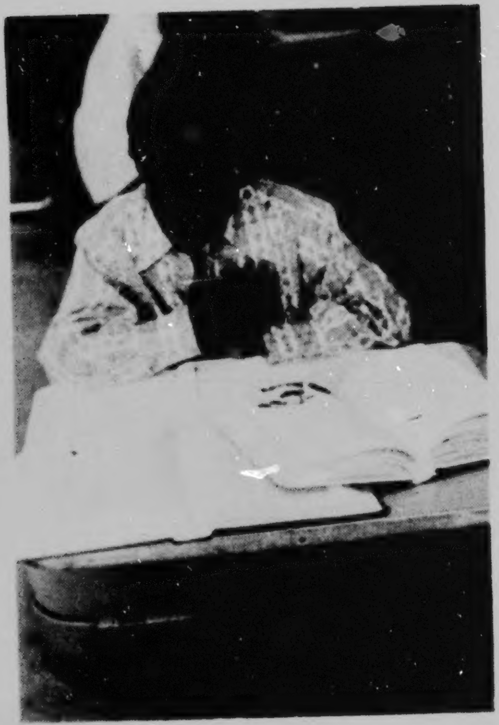
Sullivan Programmed Reading is not used in its traditional design, but has been adapted to better provide for the needs of students in the following ways:

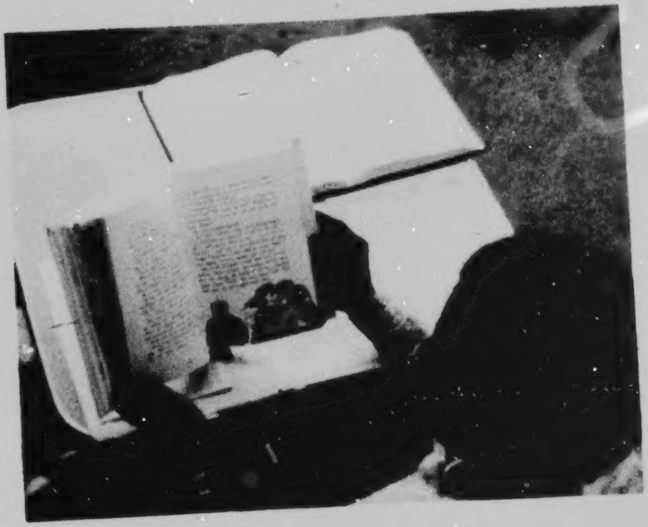
a. Programmed Readers have many reinforcement pages included which are not needed by all sudents, so a prescription sheet was developed for each book which lists pages and tapes where new vocabulary and skills are introduced omitting many reinforcement pages.



b. Programmed Reading does not provide auditory experiences which most students need, so approximately 24 tape lessons for each book present new vocabulary and skills as well as reinforcement. These tape lessons were woven into the prescription sheet to accompany the specific pages in each Programmed Reader.

The Harper-Row text program is used along with the Sequence. While the Sequence program covers all skill areas, the readers are used mainly to develop comprehension, vocabulary and fluency in oral reading.





CLASSROOM ENVIRONMENT

Vital to the implementation of a highly individualized program with a multimedia approach is the classroom organization. Therefore a large portion of inservice time has been devoted to changing the teachers attitude toward classroom organization, physical room arrangment, rotation of students from station to station, and development of interesting and meaningful materials and activities to be used in the stations. The classrrom is opened up as a learning laboratory completely involving the child in his own learning process.

Every room has four or more stations giving the opportunity for each child to use the learning style best suited to him. These are brief descriptions of the stations and materials we use.

1. Every child will go every day to the Teacher Instruction Station. This instruction may include skills presentation, vocabulary, oral reading and comprehension skills. This could involve instruction on an individual basis or group instruction for children with like needs.

I am an ant
This man is thin
Is this a tan cat?
is a tan cat
cat can sit
Tab can sit in

2. The Vocabulary Station is for reinforcement of vocabulary lessons presented during Skills Sequence and Reading Approach.

3. The Listening Station uses the tape recorder, tape player, or language master with materials for phonetic development (auditory), comprehension development, vocabulary presentation, literature, or stories for pleasure and appreciation, and developent of reading fluency.

4. The Reading Games Station is for reinforcement of vocabulary and word recognition skills.

5. A Creative Writing Station gives opportunity for students to express themselves creatively in writing, on assigned themes or topics of their choice.

6. An Art Station is where a follow-up to reading activities may be done. Puppets, murals, and pictures are used to develop comprehension and organizational skills.

7. The Library Station provides a variety of books for self-selection in child's own interest area.

8. An Independent Reading Station where the child works independently in his assigned reading materials (Programmed Reader, Harper-Row, Trade Books) following his personalized reading contract.

INSERVICE

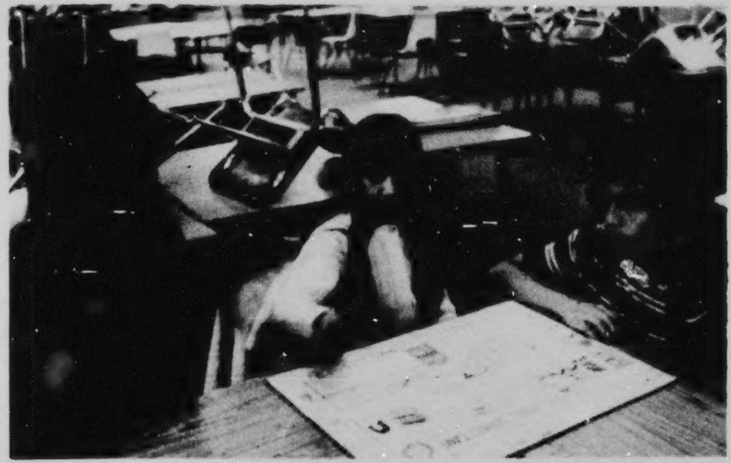
The key to the successful implementation of the Title I Language Reading Program has been the inservice provided for all teachers in the Title I Schools. The training is planned and conducted weekly by the Title I Coordinator and Resource Teachers. This approach gives strength and understanding to all the people involved in the program.

Resource teachers provide on-site inservice for Instructional Aides and Classroom Teachers on a regular basis. This is done through group meetings or on a one-to-one basis.

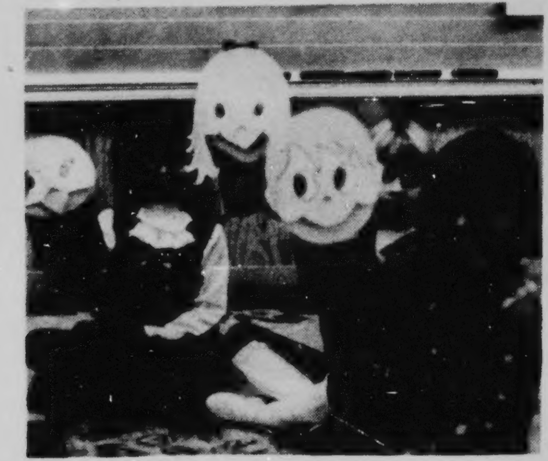
Reading Coordinator	with (involved in curriculum planning)	Resource Teachers
Reading Coordinator	inservice	Resource Teachers
Reading Coordinator	inservice	Principal
Resource Teachers and Principal	plan and inservice on site	Classroom Teachers
Resource Teachers and Principal	plan and inservice on site	Classroom Aides
Resource Teacher	plans with	Classroom Teacher Teams
Resource Teacher	plans with	Individual Classroom Teacher
Resource Teacher	provided	Classroom Demonstrations

CONCLUSION

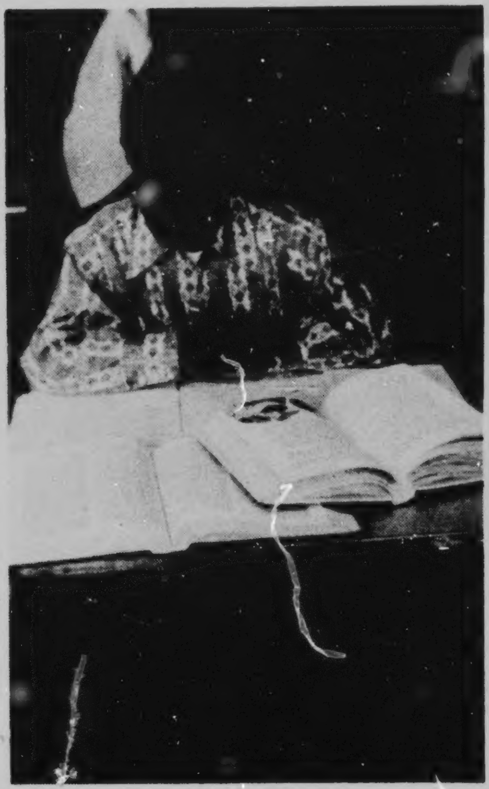
We know that any concept taught must be introduced, reviewed, and reinforced in many ways. Thru manipulative games we are able to reinforce again and again the skills that have been taught.



Through research and experience we knew that a child's reading ability may never be greater than his vocabulary; therefore, at all times we have planned experiences to build listening, speaking, and reading vocabulary.



Equally important to a child's development is the ability to work independently. We believe that each child should feel a responsibility for his own learning.



Through our Title I Reading-Language Arts Program every child has been able learn and make progress in the program regardless of his background, his previous experiences, and his home environment.

January 11, 1973
WL/nm

Developmental Sequence of Basic Reading Skills

(Working Copy)

Fresno Unified School District
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Robert S. Miner, Assistant Superintendent
Wallace M. Hallberg, Administrator
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Board of Education
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John Toomasian

Fresno Unified School District
ESEA Title I
Fresno, California
July 1971

DEVELOPMENTAL SEQUENCE OF BASIC READING SKILLS

Behavioral Objectives
Measurement example
Instructional Materials
Supplemental Materials

Developed by-----

Title I Elementary Reading Resource Teachers

Naomi Arabian
Betty Barnett
Barbara Cutright
Mildred Dresser
Leo Franz
Ruth Horne
Sandra LaCroix
Beverly Larrea
Donna Preas
Joan Preuss
Rachel Randolph
Rose Smith
Mildred Thatcher
Gloria Watts
Wanda Willis

Title I Elementary Principal   Jack A.Stewart

Title I Reading Coordinator   Wanda J. Lister

Other Credits------

ESEA Title III Project R.E.A.D. Fresno County

ESEA Title IV Research For Better Schools Philadelphia P.A.

TABLE OF CONTENTS

PAGE

Introduction ____ 1

Organizational Grid ____ 2

Procedure for Utilization ____ 3

Student Profile ____ 6

Prescription Form ____ 7

Sample Tests ____ 8

Visual Discrimination Objectives ____ 11

Auditory Discrimination Objectives ____ 24

Related to Reading Objectives ____ 32

Vocabulary Development Objectives ____ 48

Phonetic Analysis Objectives ____ 86

Structural Analysis Objectives ____ 120

Factual Comprehension Objectives ____ 151

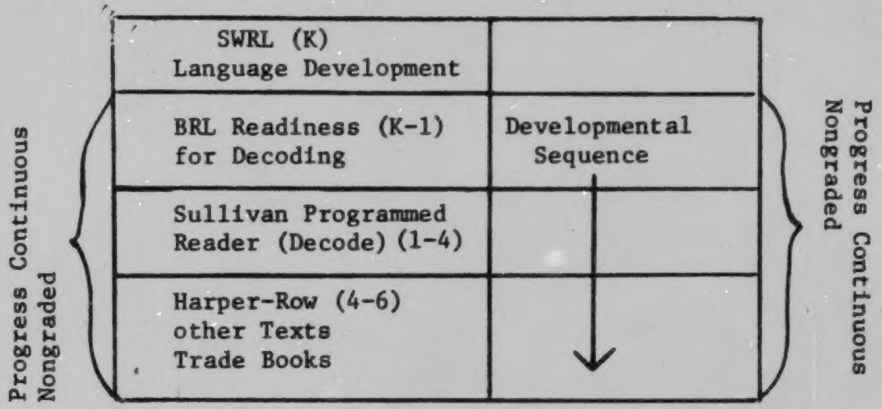
Inferential Comprehension Objectives ____ 189

Research Skills ____ 246

INTRODUCTION

This Developmental Sequence of Basic Reading Skills and accompanying materials provides only one part of the total Title I Reading - Language Program. It provides the diagnostic and prescriptive strand of the program and is used along with a basic reading approach and other language materials.

The following chart depicts the sequence of reading approaches used with this skill sequence:


SWRL (K)
Language Development
BRL Readiness (K-1)
for Decoding
Sullivan Programmed
Reader (Decode) (1-4)
Harper-Row (4-6)
other Texts
Trade Books
Developmental
Sequence
Progress Continuous
Nongraded
Progress Continuous
Nongraded

SWRL: (Southwestern Regional Laboratory) The ICP (Instructional Concepts Program) part of this program is used for learning readiness and language development in beginning kindergarten.

B.R.L. (Behavioral Research Laboratories) Through the readiness part of this program we develop reading readiness, the alphabet, and the sound symbol relationship for nine letters.

SULLIVAN PROGRAMMED READING: This program is not used in its traditional design, but has been adapted to better provide for the needs of students in the following ways: (1.) 361 tape lessons have been developed to provide auditory skill training. (2) Oral reading books have been developed for each unit in the readers. (3) Study guides and booklets have been developed for each unit books 9-20.

HARPER ROW text program used along with the skills sequence provides a continuous development of vocabulary along with stories to utilize this vocabulary. Although the Diagnostic and Prescriptive Strand is very individualized, an opportunity has been provided for students to read together and interact in a group setting

Individual placement, and continous progress are emphasized in both the skill program and the reading approaches described. Each student must be given tasks he can successfully complete regardless of his age or grade in school.

FRESNO CITY UNIFIED SCHOOL DISTRICT

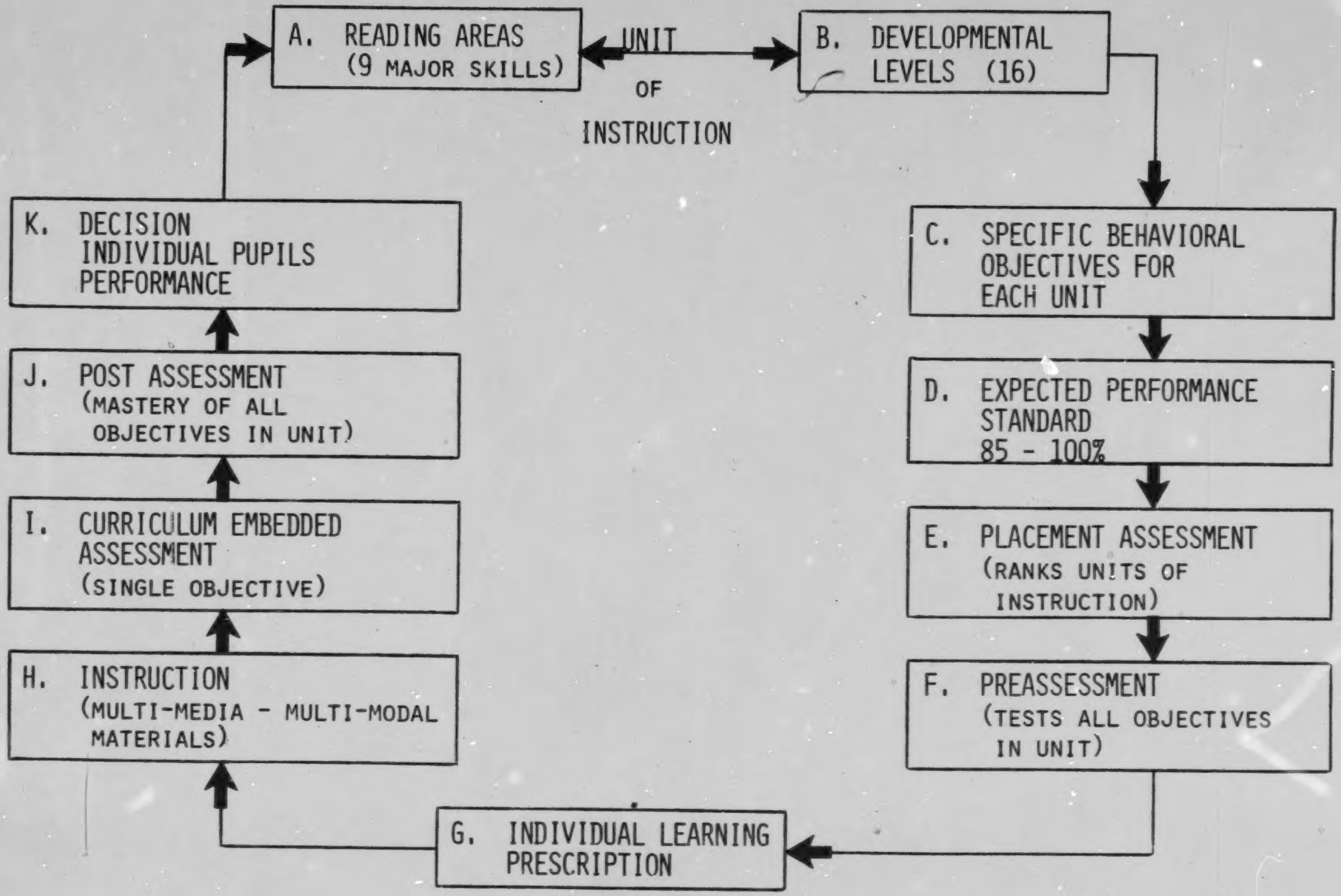
ORGANIZATIONAL GRID

		Developmental Levels															
Reading Areas		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Visual Discrimination	01 (VD)	8	18														
Auditory Discrimination	02 (AD)	6	9														
Related to Reading	03 (RR)	6	5	4	6	2	5	2									
Vocabulary Development	04 (V)		1	3	4	4	4	4	5	2	3	2	2	4	2	4	2
Phonetic Analysis	05 (PA)			13	11	11	7	8	2	3	2						
Structural Analysis	06 (SA)				3	3	3	4	9	8	4	4	2	3	2	5	5
Factual Comprehension	07 (FC)		3	9	5	5	4	3	3	2	2	4	3	2	1	2	5
Inferential Comprehension	08 (IC)	3	5	3	2	11	5	6	3	9	7	4	8	6	7	6	5
Research Skills	09 (RS)		1	4	4	3	3	3	5	6	10	3	8	3	4	5	8

* Number of Behavioral Objectives in the unit

PROCEDURE FOR UTILIZATION

FLOW - CHART ON PROCEDURE


A. READING AREAS (9 MAJOR SKILLS)
UNIT OF INSTRUCTION
B. DEVELOPMENTAL LEVELS (16)
C. SPECIFIC BEHAVIORAL OBJECTIVES FOR EACH UNIT
D. EXPECTED PERFORMANCE STANDARD 85 - 100%
E. PLACEMENT ASSESSMENT (RANKS UNITS OF INSTRUCTION)
F. PREASSESSMENT (TESTS ALL OBJECTIVES IN UNIT)
G. INDIVIDUAL LEARNING PRESCRIPTION
H. INSTRUCTION (MULTI-MEDIA - MULTI-MODAL MATERIALS)
I. CURRICULUM EMBEDDED ASSESSMENT (SINGLE OBJECTIVE)
J. POST ASSESSMENT (MASTERY OF ALL OBJECTIVES IN UNIT)
K. DECISION INDIVIDUAL PUPILS PERFORMANCE

Description of Procedures

A Reading Areas (Major Skills Identified in order of difficulty)

1. Visual Discrimination
2. Auditory Discrimination
3. Related to Reading (Language skills)
4. Vocabulary Development
5. Phonetic Analysis
6. Structural Analysis
7. Factual Comprehension
8. Inferential Comprehension
9. Research Skills

B. Developmental Levels (16)

Each of the sub skills contained in the major skill areas have been leveled from simple to complex in this continumm. Thus enabling the teacher to identify students developmental growth in each area regardless of age or grade in school.

C. Specific Behavioral Objectives

Specific subskill objectives within each unit (any area at a given developmental level) are stated in performance terms for the student. These numbered subskill objectives are sequenced according to difficulty and prerequisite conditions within each unit.

D. Expected Performance Standard

The mastery criteria for evaluating all objectives in the continumm has been determined at 85-100%

E. Placement Assessment

A Diagnostic Inventory (D.I.) which is a comprehensive diagnostic placement test has been developed to test a sampling of skills in all areas for an entire developmental level. The results of this testing are profiled on the students individual profile. (this often requires testing up a level or down until the students instructional level 25-84% in each area is established). The units of instruction are numbered in order of presentation.

F. Preassessment

Based on results of the placement test, the student is given a pretest covering all objectives of the lowest unit needing instruction. The results of the pretesting are recorded on the students prescription form.

G. Individual Learning Prescription

Utilizing the results of the pretest, the student is prescribed specific instructional tasks beginning with the lowest numbered objective needing instruction.

H. Instructional Materials

Specific instructional materials have been coded to each behavioral objective in the sequence. These materials are multimedia, enabling the teacher to prescribe for each student according to his particular learning mode. All materials listed in the sequence are prepared and stored in a central location at each school (Reading Resource Room). The student takes his prescription to the Resource Room and fills his prescription with the assistance of the Materials Manager (aide).

I. Curriculum Embeded Assessment

Upon completion of prescribed tasks successfully, the student is prescribed a check test which measures his performance on the specific objective just completed. Provided the student meets the mastery criteria established on his check test, he is then given a new prescription on the next objective within the unit needing instruction (based on unit Preassessment).

J. Post Assessment

A post test is an instrument developed to test all objectives in a unit. It is administered following instruction on all objectives in a given unit, and the results are recorded on the prescription form.

K. Decision on Individual Students Performance

Provided the student has mastered his last unit of instruction, mastery is recorded on his individual profile. He then proceeds to the next instructional unit indicated on his profile and the cycle is repeated.

STUDENT PROFILE

TITLE I READING

Student's Name________________________

Date ____________________ Age______ Grade______
(entered program)

School________________

Reading Units		DEVELOPMENTAL LEVELS															
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Visual Discrimination	01 (VD)	╱	╱														
Auditory Discrimination	02 (AD)	╱	╱														
Related to Reading	03 (RR)	╱	╱	╱	╱	╱	╱	╱									
Vocabulary Development	04 (V)		╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱
Phonetic Analysis	05 (PA)			╱	╱	╱	╱	╱	╱	╱	╱						
Structural Analysis	06 (SA)				╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱
Factual Comprehension	07 (FC)		╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱
Inferential Comprehension	08 (IC)	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱
Research Skills	09 (RS)		╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱	╱

READING PRESCRIPTION SHEET

PAGE ______ OF ______

STUDENT NAME ____________________

STUDENT NUMBER ☐☐☐☐☐

SCHOOL NUMBER ☐☐☐☐☐

GRADE ______

ROOM ______

UNIT ____________________

UNIT DATES	
UNIT BEGAN	
UNIT ENDED	
DAYS WORKED	

TASKS								C. E. T.		DAYS WORKED
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	TOTAL POINTS	NO. CORR.	INST. TECH. CODES	INSTRUCTIONAL NOTES	NO. OF POINTS	%	

INSTRUCTIONAL TECHNIQUES	
CODE	SETTING
01	Teacher Tutor
02	Peer Tutor
03	Small Group
04	Large Group
05	Seminar
	MATERIALS
06	Curriculum Texts
07	Teacher Made Skillsheets
08	Film Strips
09	Records / Tapes
10	Research
12	Manipulative Devices

PRE AND POST TEST SCORES									
SKILL NUMBER	MAX PO. PER SKILL	PRE SCORE	%	POST SCORE	%	POST SCORE	%	POST SCORE	%
DATES			▨		▨		▨		▨

1/71 P-1

READING PRESCRIPTION SHEET

PAGE ____ OF ____

STUDENT NAME ______________________

UNIT ______________________

TASKS								C. E. T.		DAYS WORKED
DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	TOTAL POINTS	NO. CORR.	INST. TECH. CODES	INSTRUCTIONAL NOTES	NO. OF POINTS	%	

1/7 P.1

Name ______________________________ Date ____________________

DIRECTIONS: Write a consonant digraph to complete each word. Use th, sh, ch, ng, or ck.

(10)

fea__ __ers

lun__ __es

bla__ __board

ju__ __le

dit__ __es

pu__ __ing

ri__ __ing

che__ __er

sun__ __ine

no__ __ing

6/70

IX - PA - 1 CT

09 05 01 97

Name ______________________________ Date ________________

Pretest: IX PA (3)

1. **DIRECTIONS:** Write the consonant digraph to complete each word.
Use th, sh, ch, ng, or ck.

⑤

che _ _ er

no _ _ ing

ri _ _ ing

brit _ _ es

sun _ _ ine

---

2. **DIRECTIONS:** Write the consonant digraph to complete each word.
Use nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, or lk.

⑤

mi _ _ sku _ _ li _ _ ha _ _ wa _ _

---

3. DIRECTIONS: Circle the letters that make the "f" sound.

⑤

a. Do you know the alphabet?

b. I have a cold and a bad cough.

c. I didn't have enough to eat.

d. Do you have two telephones?

e. An elephant is very big.

6/70

IX PA Pre 1

Name ______________________________ Date ____________________

Post Test: IX PA (3)

1. ⑤

DIRECTIONS: Write the consonant digraph to complete each word.
Use th, sh, ch, ng, or ck.

sti __ __ es

fa __ __ er

wa __ __ ing

su __ __ er

swi __ __ er

---

2. ⑤

DIRECTIONS: Write the consonant digraph to complete each word. Use nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft or lk.

la __ __   wa __ __   ma __ __   tru __ __   fe __ __

---

3. ⑤

DIRECTIONS: Circle the letters that make the "f" sound.

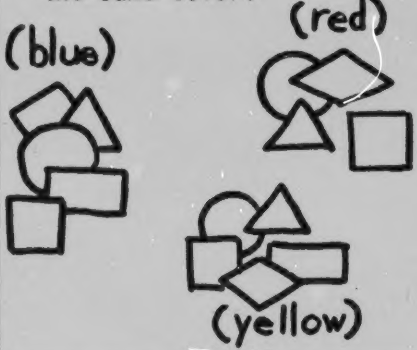
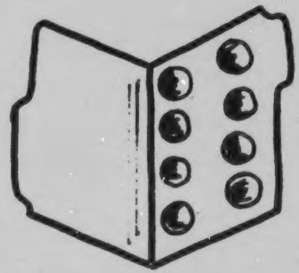
a. This is a good photograph.

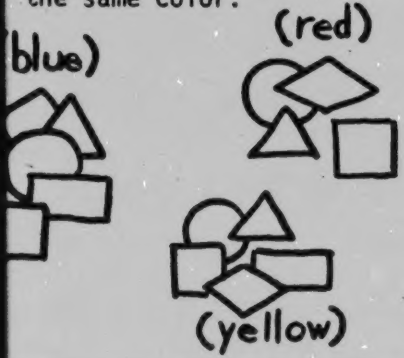
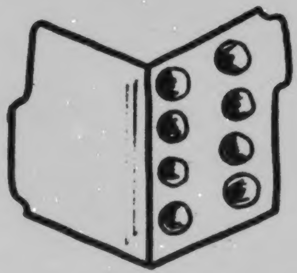
b. Ten orphans live at the home.

c. We laughed at the clown.

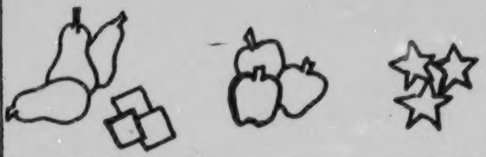
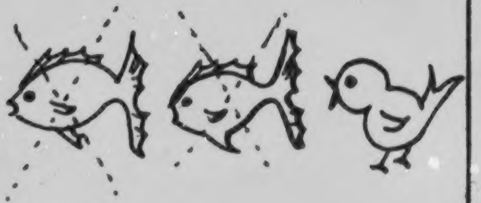
d. I had a rough airplane flight.

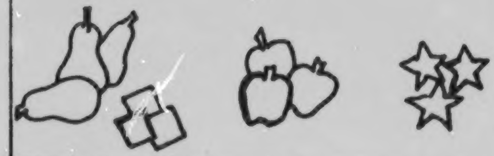
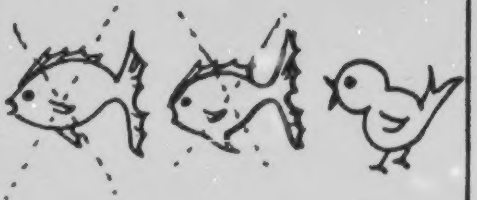
LEVEL I - Visual Discrimination

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
1- 01-01-01 **Sorts 8 basic color objects into piles of colors that are the same.**	1- Student sorts colored paper objects into piles that are the same color.  	1- 1. Packet from Resource room. 2. SWRL unit on color. 3. Peabody Kit 1
2- 01-01-02 **Names 8 basic colors from color chart.**	2- Student names colors from a color chart. 	2- 1. Packet from Resource Room. 2. SWRL unit on color. 3. Ideal Chart 271-1. 4. Ben-G Puzzle 4. 5. Ideal tape 2715-1 with worksheet

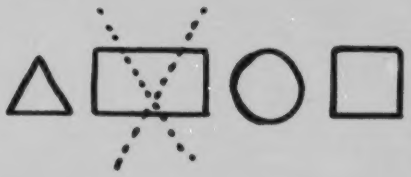
<table>
<tr><th>EXAMPLE</th><th>INSTRUCTION</th><th>SUPPLEMENTAL</th></tr>
<tr><td>-
Student sorts colored paper objects into piles that are the same color.
 </td><td>1-
1. Packet from Resource room.
2. SWRL unit on color.
3. Peabody Kit 1</td><td>1-
1. Millikin Ditto Masters Pre-primer A, pgs. 12-17, and Pre-primer B, pages 9 - 11.
2. Cuisanaire rods.
3. Colored blocks and beads.
4. Kelp Kit.
5. Group objects according to color-toys, flowers, etc.</td></tr>
<tr><td>-
Student names colors from a color chart.
</td><td>2-
1. Packet from Resource Room.
2. SWRL unit on color..
3. Ideal Chart 271-1.
4. Ben-G Puzzle 4.
5. Ideal tape 2715-1 with worksheet.</td><td>2-
Refer to any material used in objective 1. (01-01-01)</td></tr>
</table>

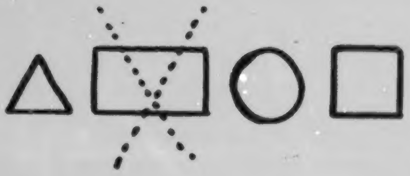
LEVEL I - Visual Discrimination

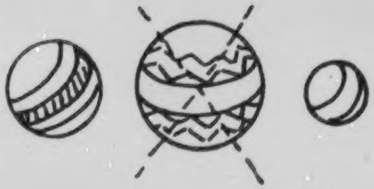
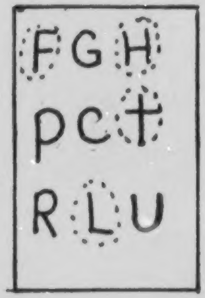
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 01-01-03 Identifies gross likeness and differences by picking out objects that are alike from a group of objects.	3- Place all objects on a flannel board or table. Ask child to select the objects that are alike and place them in a set. 	3- 1. Packet from Resource Room. 2. Try Task I 3. SWRL Kit, unit on shapes. 4. Peabody Kit I. 5. Ideal tape 2705-4 with worksheets. 6. Ideal chart 270 E.
4- 01-01-04 Identifies pictures with likeness and differences by marking two like pictures in a group of pictures on a worksheet.	4- Mark the two pictures that are alike in each row. 	4- 1. Ideal tapes 2705-3 with worksheets. 2. Ideal transparencies 2709-2, 3. Ideal chart 270C. 4. 5 skill sheets. 5. Ben-G Puzzle 2.

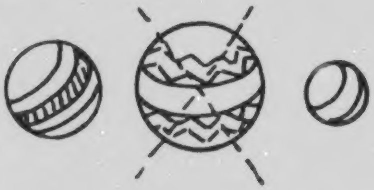
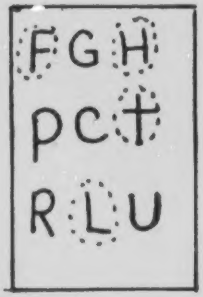
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Place all objects on a flannel board or table. Ask child to select the objects that are alike and place them in a set. 	3- 1. Packet from Resource Room. 2. Try Task I 3. SWRL Kit, unit on shapes. 4. Peabody Kit I. 5. Ideal tape 2705-4 with worksheets. 6. Ideal chart 270 E.	3- 1. Kelp Kit 2. Millikin Dittos, Pr primer A - page 5. 3. Dolch Picture Readiness Game. 4. Copy drawings -Phon We Use A, pages 13-
4- Mark the two pictures that are alike in each row. 	4- 1. Ideal tapes 2705-3 with worksheets. 2. Ideal transparencies 2709-2,3. 3. Ideal chart 270C. 4. 5 skill sheets. 5. Ben-G Puzzle 2.	4- 1. Millikin Dittos, Pr primer A. 2. Frostig Dittos. 3. Ideal chart 270D.

LEVEL I - Visual Discrimination

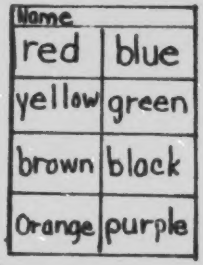
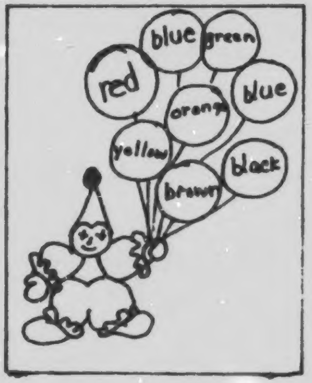
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 01-01-05 Identifies a circle, square, rectangle and triangle by pointing to the designated shape.	5- Put a mark on the retangle. 	5- 1. Ideal tape 2706-4-2 with worksheet. 2. Ideal transparency 2709-3. 3. 5 skill sheets. 4. Try Task I. 5. Peabody Kit I.
6- 01-01-06 Responds orally with the names of shapes (circle, square, rectangle and triangle) when shown an object of these shapes.	6- Teacher points to a circle. "What shape is this?" Child answers: "Circle."	6- 1. Try Task I 2. Peabody Kit I. 3. 2 skill sheets.

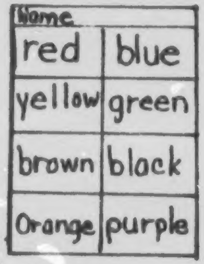
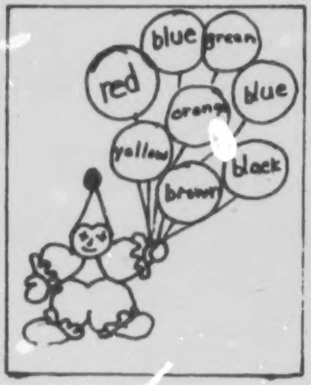
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
quare, e	5- Put a mark on the retangle. 	5- 1. Ideal tape 2706-4-2 with worksheet. 2. Ideal transparency 2709-3. 3. 5 skill sheets. 4. Try Task I. 5. Peabody Kit I.	5- 1. KELP Kit. 2. Ideal chart 270E. 3. Children cut out s shape as the teach does.
	6- Teacher points to a circle. "What shape is this?" Child answers: "Circle."	6- 1. Try Task I 2. Peabody Kit I. 3. 2 skill sheets.	6- 1. KELP Kit. 2. Prepare envelopes filled with variou shapes. 3. Prepare a chart us various shapes.

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 01-01-07 Identifies the size differentials; big-little, large-small.	7- Put a mark on the big one in this row. 	7- 1. Ideal tape 2705-5 with worksheet. 2. 5 skill sheets. 3. Try Task I. 4. SWRL unit on size. 5. Peabody Kit I.
8- 01 -01 -08 Discriminates among several letter shapes by picking the ones described orally by the teacher.	8- "Find the letters that are made of straight lines only." 	8- 1. Ideal tape 2705-7 with work 2. 5 skill sheets.

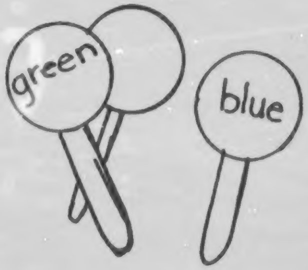
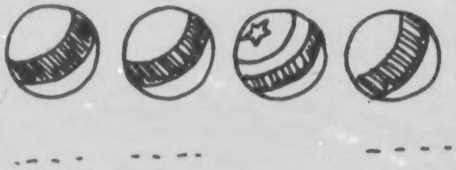
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Put a mark on the big one in this row. 	7- 1. Ideal tape 2705-5 with worksheet. 2. 5 skill sheets. 3. Try Task I. 4. SWRL unit on size. 5. Peabody Kit I.	7- 1. KELP Kit. 2. Prepare envelope of different size paper objects for children sort into piles.
8- "Find the letters that are made of straight lines only." 	8- 1. Ideal tape 2705-7 with worksheets. 2. 5 skill sheets.	

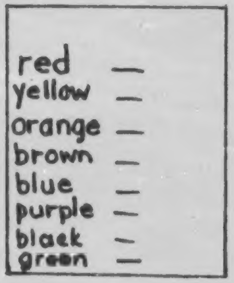
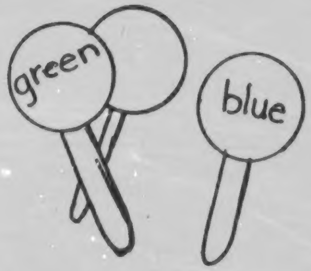
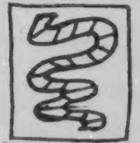
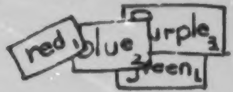
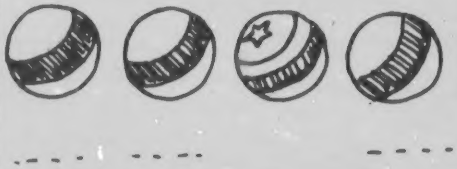
LEVEL II - Visual Discrimination

SKILL OBJECTIVE (15)	EXAMPLE	INSTRUCTION
1- 02-01-01 Matches the word (red) with the corresponding color when the word is given orally.	1- Teacher will say each color word and child will respond by marking the word in the color the word names.  Name red blue yellow green brown black Orange purple	1- 1. Ideal tape 2715-1. 2. Ideal tape 2715-1 (with 2 worksheets.) 3. 5 skill sheets.
2- 02-01-02 Matches the word with the corresponding color in a worksheet.	2- Color the pictures.  blue green red blue orange yellow black brown	2- 1. 5 skill sheets.

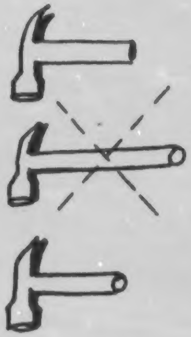
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Teacher will say each color word and child will respond by marking the word in the color the word names.  Name red blue yellow green brown black Orange purple	1- 1 Ideal tape 2715-1. 2. Ideal tape 2715-1 (with 2 worksheets.) 3. 5 skill sheets.	
2- Color the pictures.  blue green red orange blue yellow black brown	2- 1. 5 skill sheets.	2- 1. Ben-G Puzzles. 2. Millikin Ditto Maste

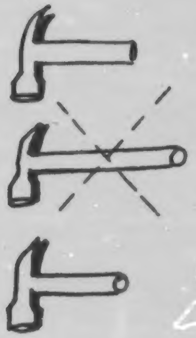
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 02-01-03 Responds orally with the name of the color when the teacher presents the printed color words: red, blue, green, yellow, brown, purple, orange, black.	3- "Read these words to me." red — yellow — orange — brown — blue — purple — black — green —	3- 1. Obtain packet from Resource 
4- 02-01-04 Identifies similarities and differences among pictured objects by placing a mark on the designated object.	4- Mark the pictures that are the same. 	4- 1. Ideal tape 2705-3 with worksheets. 2. Ideal transparency 2709-2. 3. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
he he ed, wn,	3- "Read these words to me."  red — yellow — orange — brown — blue — purple — black — green —	3- 1. Obtain packet from Resource Room.  	3- 1. Prepare Language Master Cards. 2. Word Wiggly Game  9x12 game board Use markers for two players and set of color flash cards. 
	4- Mark the pictures that are the same. 	4- 1. Ideal tape 2705-3 with worksheets. 2. Ideal transparency 2709-2. 3. 5 skill sheets.	4- 1. Millikin Ditto maste 2. Ben-G Puzzles.

LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 01-02-05 Identifies similarities and differences between abstract objects, other than pictures, when presented on a worksheet by placing a mark on designated objects.	5- Mark the one that is different. lion ionl ioln ioln	5- 1. Ideal tape 2705 -4 with worksheets. 2. Ideal transparency 2709-3. 3. 7 skill sheets. 4. Ideal chart 270E. 5. Try Task II.
6- 01-02-06 Identifies the size differentials; largest-smallest, long-short, by placing a mark on the picture which represents the designated size.	6- Mark the longest one. 	6- 1. Ideal tape 2705-5 with worksheets. 2. 5 skill sheets. 3. Ideal chart 270F.

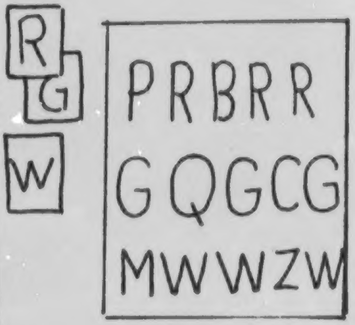
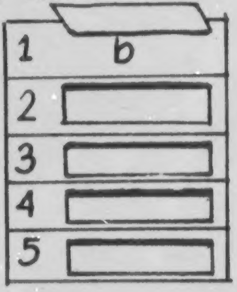
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Mark the one that is different. lion ionl ioln ioln	5- 1. Ideal tape 2705 -4 with worksheets. 2. Ideal transparency 2709-3. 3. 7 skill sheets. 4. Ideal chart 270E. 5. Try Task II.	5- 1. Millikin Ditto Masters
6- Mark the longest one. 	6- 1. Ideal tape 2705-5 with worksheets. 2. 5 skill sheets. 3. Ideal chart 270F.	6- 1. SWRL unit on size.

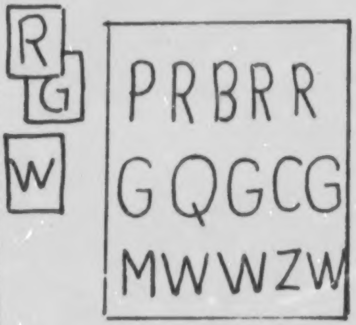
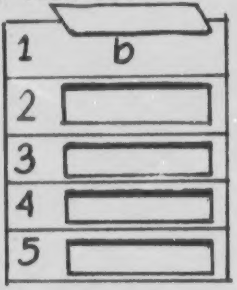
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 01-02-07 Matches identical upper case letters on a worksheet.	7- Mark the letters that are the same. P R B R R	7- 1. Ideal tape 2705-7-1 with worksheets. 2. 5 skill sheets. 3. Instructo Know 'N'Show. 4. Try Task III.
8- 01-02-08 Matches identical lower case letters on a worksheet.	8- Mark the 3 letters that are the same in each row. m n o m r m	8- 1. Ideal tape 2705-7-2 with worksheets. 2. Ideal transparency 2709-4 3. 5 skill sheets. 4. Ideal charts 270G. 5. Try Task III. 6. Instructo Know 'N' Show

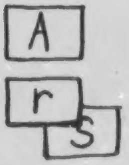
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Mark the letters that are the same. P R B R R	7- 1. Ideal tape 2705-7-1 with worksheets. 2. 5 skill sheets. 3. Instructo Know 'N'Show. 4. Try Task III.	7- 1. Millikin Ditto Maste 2. Alphabet Games prepared by teacher.
8- Mark the 3 letters that are the same in each row. m n o m r m	8- 1. Ideal tape 2705-7-2 with worksheets. 2. Ideal transparency 2709-4 3. 5 skill sheets. 4. Ideal charts 270G. 5. Try Task III. 6. Instructo Know 'N' Show	8- 1. Millikin Ditto Maste 2. Alphabet Games prepa by teacher.

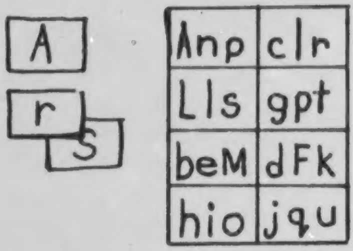
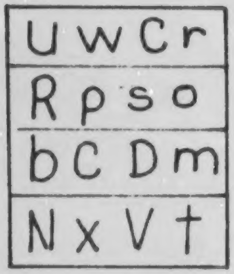
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 02-01-09 When shown an upper case letter on a flash-card, marks that letter on a worksheet. (visual memory)	9- Mark the 3 letters that you see on my flash card. (Show flash card for only 2-3 seconds) 	9- 1. Flip Cnart. 2. Instructo Know 'N' Show Alphabet Game. 3. 5 skill sheets. 4. Try Task II. 
10- 02-01-10 When shown a lower case letter on a flash-card, marks that letter on a worksheet. (Visual memory.)	10- (see sample above)	10- 1. Flip Chart. 2. 5 skill sheets. 3. Instructo Know'N' Show Game.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Mark the 3 letters that you see on my flash card. (Show flash card for only 2-3 seconds)  	9- 1. Flip Cnart. 2. Instructo Know 'N' Show Alphabet Game. 3. 5 skill sheets. 4. Try Task II.  	9- 1. Domino Letter Game. 2. Tachisto scope. 3. Concentration Game.
10- (see sample above)	10- 1. Flip Chart. 2. 5 skill sheets. 3. Instructo Know'N' Show Game.	10- 1. Domino Letter Game. 2. Try Task Level III. 3. Tachisto scope. 4. Concentration Game.

LEVEL II - Visual Discrimination

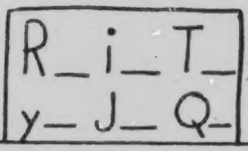
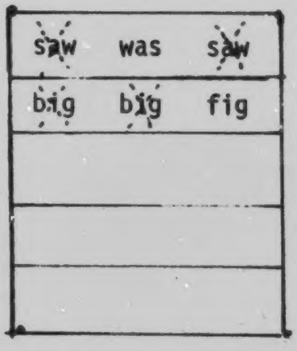
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
11- 02-01 - 11 **Matches all upper and lower case letters presented on a work-sheet.** (Visual memory.)	11- Mark the letter you see on my flash card. (Present flash card for 2-3 seconds.)  Anp clr Lls gpt beM dFk hio jqu	11- 1. Flip Chart. 2. 5 skill sheets.
12- 02-01-12 **Discriminates between all capital and small letters presented on a worksheet by marking the letter named orally by the teacher.**	12- Mark the letter in each row that I name: U w C r R p s o b C D m N x V t Teacher names orally: w, s, b, x.	12- 1. 5 skill sheets. 2. Alphabet Bingo Game.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
11- Mark the letter you see on my flash card. (Present flash card for 2-3 seconds.)  A r s Anp clr Lls gpt beM dFk hio jqu	11- 1. Flip Chart. 2. 5 skill sheets.	11- 1. Controlled Reader. 2. Tachistoscope. 3. Concentration Game.
12- Mark the letter in each row that I name:  U w C r R p s o b C D m N x V t Teacher names orally: w, s, b, x.	12- 1. 5 skill sheets. 2. Alphabet Bingo Game.	12- 1. Alphabet Musical Chairs.

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
13- 02 - 01 - 13 Names orally each upper case letter presented visually by the teacher.	13- Name each upper case letter when shown on a worksheet. Child says letter orally. B_D_Z_ U_C_L_ R_V_T_	13- 1. Ideal tape 2705-7 with worksheet. 2. Try Task III. 3. Flash cards from Speech To Print Phonics Kit.
14- 02-01 - 14 Names orally each lower case letter presented by the teacher.	14- Name each lower case letter when shown on a worksheet. Child says letter orally. b_ z_ m_ y_ r_ t_ v_ s_ l_	14- 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.

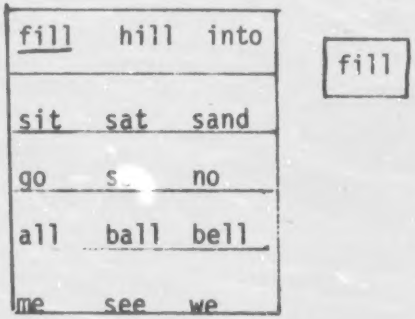
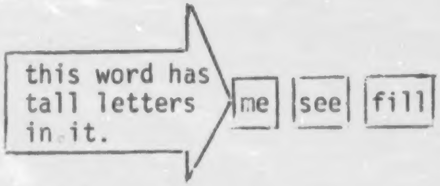
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
13- Name each upper case letter when shown on a worksheet. Child says letter orally. B_D_Z_ U_C_L_ R_V_T_	13- 1. Ideal tape 2705-7 with worksheet. 2. Try Task III. 3. Flash cards from Speech To Print Phonics Kit.	13- 1. Tachistoscope (IMC). 2. Controlled Reader from IMC.
14- Name each lower case letter when shown on a worksheet. Child says letter orally. b_z_m_ y_r_t_ v_s_l_	14- 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.	14- 1. Ideal chart 270-G 2. Controlled Reader(I

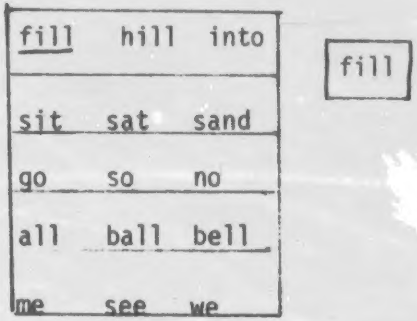
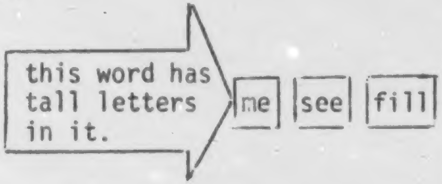
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
15- 02-01-15 Names orally letters of both upper and lower case presented visually by the teacher.	15- Name each letter when shown on a worksheet. Child says orally.  R_ i_ T_ y_ J_ Q_	15- 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.
16- 02-01-16 Matched identical words on a worksheet.	16- Mark the two that are the same.  saw was saw big big fig	16- 1. 5 skill sheets. 2. Ben- G Puzzles 1, 2, 4.

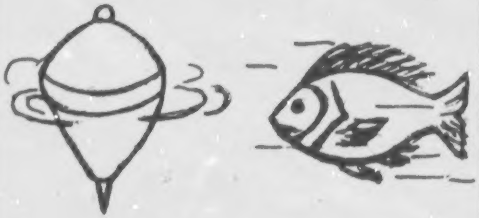
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
15- Name each letter when shown on a worksheet. Child says orally. R_ i_ T_ y_ J_ Q_	15- 1. Ideal tape 2705-7 with worksheet. 2. Ideal transparency 2709-G. 3. Try Task III. 4. Flash cards from Speech To Print Phonics Kit.	15- 1. Tachistoscope. (IMC) 2. Controlled Reader (IM
16- Mark the two that are the same. saw was saw big big fig	16- 1. 5 skill sheets. 2. Ben- G Puzzles 1, 2, 4.	16- 1. Wordo Games.

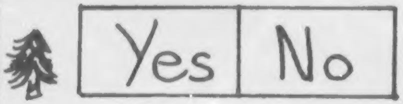
LEVEL II - Visual Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
17- 02-01-17 When shown a word on a flash card, marks that word on a worksheet. (Visual memory)	17- Mark the word you see on my card.  fill hill into sit sat sand go so no all ball bell me see we fill	17- 1. Flip chart. 2. Concentration Games. 3. 5 skill sheet.
18- 02-01-18 Discriminates among several word shapes by picking the one described on a worksheet.	18-  this word has tall letters in it. me see fill	18- 1. 5 skill sheets.

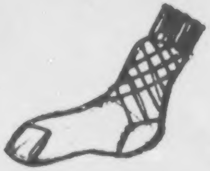
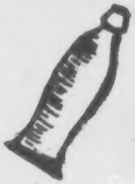
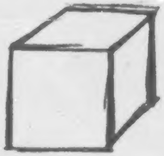
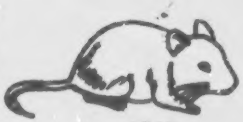
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
17- Mark the word you see on my card.  fill hill into sit sat sand go so no all ball bell me see we fill	17- 1. Flip chart. 2. Concentration Games. 3. 5 skill sheet.	17- 1. Controlled reader (IMC) 2. Flash - X. 3. Write word on board. Have child find that word from among a set of small cards on his desk. (Leave the word on the board for 2or 3 seconds before erasing.)
18-  this word has tall letters in it. me see fill	18- 1. 5 skill sheets.	

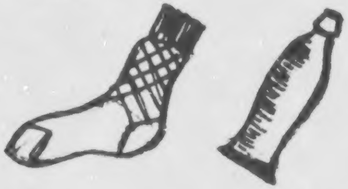
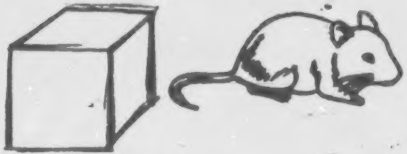
LEVEL I - Auditory Discrimination

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
1- 01-02-01 Name the sounds from non-human sources: dog's bark, sound of train, cat's meow, duck's quacks, etc, when hearing them on a recording.	1- Use taped sounds for student to listen to. 	1- 1. Ideal Tape # 2715-4 w/ wksheet. 2. 5 skill sheets
2- 01-02-02 Indicate whether the word pairs pronounced by the teacher are alike (or different) by responding, "yes" or "no" on a worksheet.	2- Teacher says: Listen to my words. Mark yes if they are exactly alike. Mark no if they are different. Yes No	2- 1. 5 skill sheets w/ tapes.

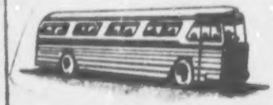
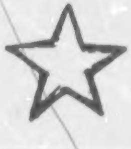
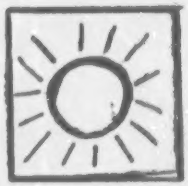
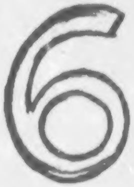
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- Use taped sounds for student to listen to. 	1- 1. Ideal Tape # 2715-4 w/ wksheet. 2. 5 skill sheets	1- 1. Strike different and same tones on xylophone. 2. Play different and same three-note tunes.
t.	2- Teacher says: Listen to my words. Mark yes if they are exactly alike. Mark no if they are different. 	2- 1. 5 skill sheets w/ tapes.	2- GAME Dictate same and different pairs of words. Child raises hand if he hears the same wor

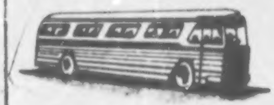
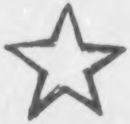
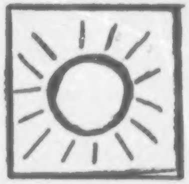
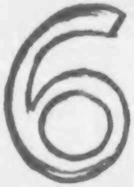
LEVEL I - Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 01-02-03 Place a mark on pictures of objects that begin with the same sound when objects are named by the teacher.	3- "Mark an X on the pictures in the row that begin with the same sound as the word I say." Teacher says: "table"  	3- 1. 5 skill sheets 2. Ideal Tape # 2725- 1 to 8 w/ wksheets. 3. First Talking Alphabet - I (Order by letters needed). 4. Ideal Charts # 272 5. Ideal Transparencies # 2729
4- 01-02-04 Indicate words that rhyme with the word presented by the teacher.	4- Mark the picture that rhymes with the word I say. "house"  	4- 1. Ideal Tape #2705 - 1 and wk. sheet # 2705 - 2 and wk. shee 2. Ideal Chart # 270 A, D 3. Ideal Rhyming Pegboard Pictur 4. Ideal Rhyming Puzzle,270A-2 5. Ideal Objects That Rhyme Game # 270 A - 1 6. Ideal Reading-Writing Readine Transparencies 7. 5 skill sheets

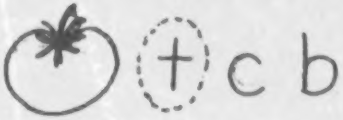
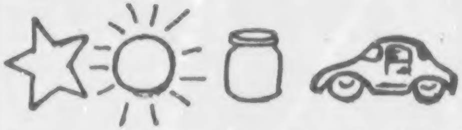
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Mark an X on the pictures in the row that begin with the same sound as the word I say." Teacher says: "table" 	3- 1. 5 skill sheets 2. Ideal Tape # 2725- 1 to 8 w/ wksheets. 3. First Talking Alphabet - I (Order by letters needed). 4. Ideal Charts # 272 5. Ideal Transparencies # 2729	3- 1. Millikin Starting Phonics (ditto master and transparencies). 2. Instructo Kit Game: Carnival of Beginning Sounds.
4- Mark the picture that rhymes with the word I say. "house" 	4- 1. Ideal Tape #2705 - 1 and wk. sheet # 2705 - 2 and wk. sheet 2. Ideal Chart # 270 A, D 3. Ideal Rhyming Pegboard Pictures 4. Ideal Rhyming Puzzle,270A-2 5. Ideal Objects That Rhyme Game # 270 A - 1 6. Ideal Reading=Writing Readiness Transparencies 7. 5 skill sheets	4- 1. Millikin Starting Phonics (ditto masters and transparencies 2. INSTRUCTO KIT Game: Rhyming words

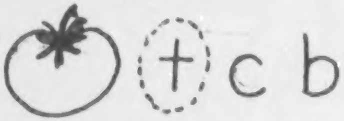
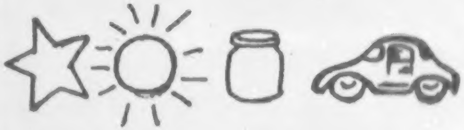
LEVEL I - Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 01-02-05 Identifies all ending consonants except q and x by selecting a designated picture which ends the same as a word pronounced by the teacher.	5- Listen and then mark the pictures that end with the same sound as the word I tell you. (Do only one row at a time. Name the pictures) "Vase"  	5- 1. Ideal Tapes #2725 -9 - 10 w/wk sheets 2. Magic Cards #272 - 2 3. Ideal Chart #272 4. Ideal Transparencies #2729
6- 01-02-06 Identify the words that have the same middle vowel sound.	6- Mark all the pictures that have the same middle sound as the picture in the box.  	6- 1. Ideal Tapes # 2745 1 to 10 w/ wk. sheets 2. First Talking Alphabet- II (Order by letter (s) needed. 3. Ideal Charts (order by letter 4. Ideal Vowel Transparencies

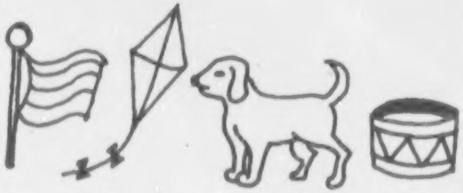
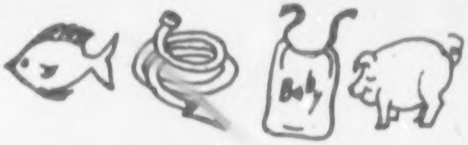
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Listen and then mark the pictures that end with the same sound as the word I tell you. (Do only one row at a time. Name the pictures) "Vase"  	5- 1. Ideal Tapes #2725 -9 - 10 w/wk. sheets 2. Magic Cards #272 - 2 3. Ideal Chart #272 4. Ideal Transparencies #2729	5- 1. Millikin Starting Phonics (ditto masters and transparencies) 2. Lyons and Carnahan Game: Bingobang
6- Mark all the pictures that have the same middle sound as the picture in the box.  	6- 1. Ideal Tapes # 2745 1 to 10 w/ wk. sheets 2. First Talking Alphabet- II (Order by letter (s) needed.) 3. Ideal Charts (order by letter) 4. Ideal Vowel Transparencies	6- 1. Millikin Starting Phonics (ditto masters and transparencies)

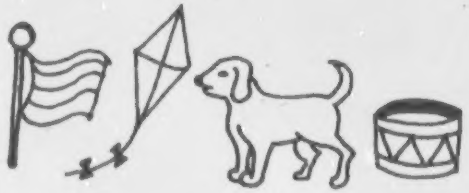
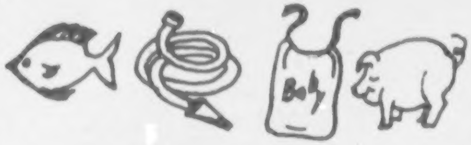
LEVEL II - Auditory Discrimination

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION
1- 02-02-01 Indicate the correct beginning consonant to match a given picture.	1- Mark the letter that shows how each picture begins. 	1- 1. Ideal Tape # 2725 1-8 w/wk. sheets Order by letter (s) needed. 2. First Talking Alphabet-I (order by letter (s) needed) 3. Ideal Charts A - K (Order by letter (s) needed) 4. worksheets (5)
2- 02-02-02 Place a mark on pictures that rhyme when they are named by the teacher.	2- Mark the pictures that rhyme in each row. 	2- 1. Ideal Tape 2705 1 and 2 and wk. sheet 2. Ideal Rhyming Puzzle #270 B - 3. 5 skill sheets

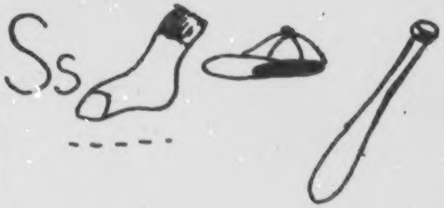
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Mark the letter that shows how each picture begins. 	1- 1. Ideal Tape # 2725 1-8 w/wk. sheets Order by letter (s) needed. 2. First Talking Alphabet-I (order by letter (s) needed) 3. Ideal Charts A - K (Order by letter (s) needed) 4. worksheets (5)	1- 1. Listen and Do Record w/ wksheets. 2. Millikin Starting Phonics (ditto maste and transparencies.) 3. Lyons and Carnahan Games: Old Itch and Spin A Sound. 4. Magic Cards 272-2 5. Consonant Lotto Game
2- Mark the pictures that rhyme in each row. 	2- 1. Ideal Tape 2705 1 and 2 and wk. sheet 2. Ideal Rhyming Puzzle #270 B -1 3. 5 skill sheets	2- 1. Ideal Rhyming Puzzle 270 B-1 2. Ideal Rhyming Pegboard Pictures # 2693 3. Millikin Primer Ditto

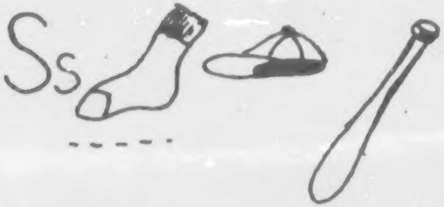
LEVEL II Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 02-02-03 Identifies all ending sounds except q and x by selecting designated pictures which end with the same sounds.	3- Listen and then mark the pictures that end with the same sound. 	3- 1. Ideal Tape 2725-9 and 10 w/ wksheets. (Order by letter (s) needed). 2. Ideal Charts L - Q (Order by letter (s) needed). 3. 5 skill sheets
4- 02-02-04 Identifies those pictures on a worksheet which have the same middle sounds. (vowels)	4- Mark the pictures with the same middle sound in each row. (Teacher names picture) 	4- 1. Ideal Tapes 2745 1-10 w/ wksheets. (Order by letter needed) 2. First Talking Alphabet II (Order by letter (s) needed). 3. Ideal Charts 274 (Order by letter (s) needed). 4. 5 skill sheets

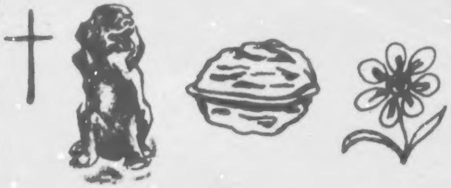
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Listen and then mark the pictures that end with the same sound. 	3- 1. Ideal Tape 2725-9 and 10 w/ wksheets. (Order by letter (s) needed). 2. Ideal Charts L - Q (Order by letter (s) needed). 3. 5 skill sheets	3- 1. Millikin Starting Phonic ditto masters. 2. Magic Cards 3. Ideal Pegboard Pictures 4. Lyons and Carnahan Game: Bingobang.
4- Mark the pictures with the same middle sound in each row. (Teacher names picture) 	4- 1. Ideal Tapes 2745 1-10 w/ wksheets. (Order by letter needed) 2. First Talking Alphabet II (Order by letter (s) needed). 3. Ideal Charts 274 (Order by letter (s) needed). 4. 5 skill sheets	4-

LEVEL II Auditory Discrimination

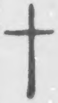
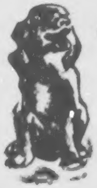
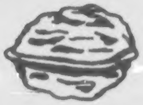
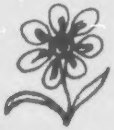
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
5- 02-02-05 Identifies pictures which begin with an initial consonant shown on a worksheet.	5- Mark the picture that starts with the sound of the letter. 	5- 1. Ideal Tapes 2725 1-8 w/ wksheets. (Order by letter (s) needed). 2. First Talking Alphabet I (Order by letter (s) needed). 3. 5 skill sheets	5
6- 02-02-06 Writes the initial consonant as each word is dictated.	6- Write the beginning letter you hear in each word I say. man 1. m fun 2. f	6- 1. 5 skill sheets	6-

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Mark the picture that starts with the sound of the letter. 	5- 1. Ideal Tapes 2725 1-8 w/ wksheets. (Order by letter (s) needed). 2. First Talking Alphabet I (Order by letter (s) needed). 3. 5 skill sheets	5-
6- Write the beginning letter you hear in each word I say. man 1. m fun 2. f	6- 1. 5 skill sheets	6-

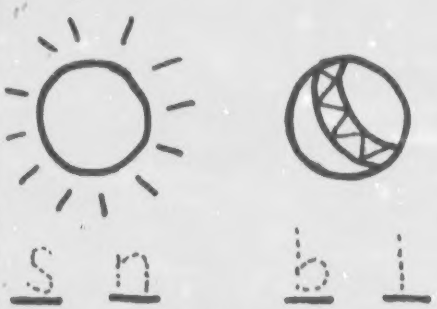
LEVEL II Auditory Discrimination

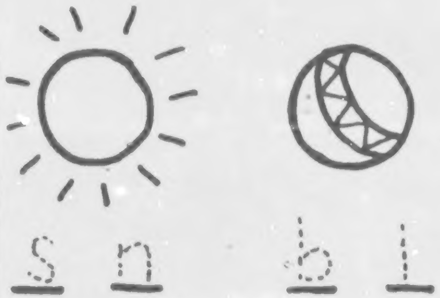
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
7- 02-02-07 Identifies the pictures that end with a final consonant on a worksheet.	7- Mark the pictures that end with the sound of the letter. 	7- 1. Ideal Tapes 2725 9 and 10 w/ wksheets. 2. First Talking Alphabet I (Order by letter (s) needed.) 3. 5 skill sheets	7-
8- 02-02-08 Write the final consonant as each word is dictated.	8- Write the ending letter you hear in the word I say. bat 1. t frog 2. g	8- 1. 5 skill sheets	8

Discrimination 7

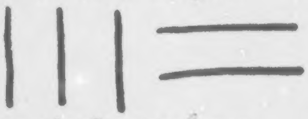
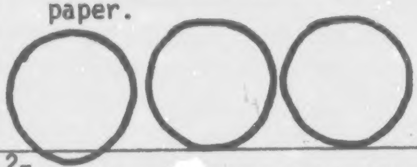
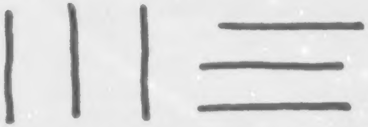
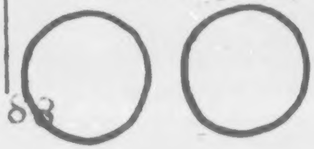
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Mark the pictures that end with the sound of the letter.    	7- 1. Ideal Tapes 2725 9 and 10 w/ wksheets. 2. First Talking Alphabet I (Order by letter (s) needed.) 3. 5 skill sheets	7-
8- Write the ending letter you hear in the word I say. bat 1. t frog 2. g 81	8- 1. 5 skill sheets	8- 85

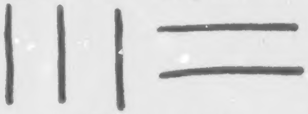
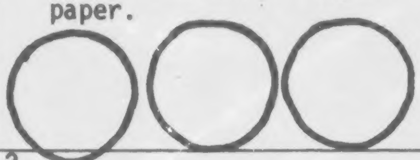
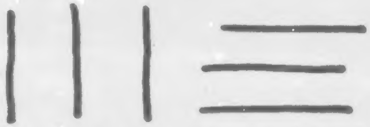
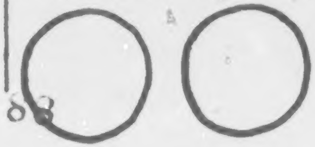
LEVEL II Auditory Discrimination

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 02-02-09 Writes both beginning and ending consonants on a worksheet.	9- Say the name of the picture to yourself. Print the beginning and ending sounds you hear. 	9- 1. Ideal Tapes 2725 1 - 10 w/ wksheets 2. First Talking Alphabet I (Order by letter (s) needed) 3. 5 skill sheets.

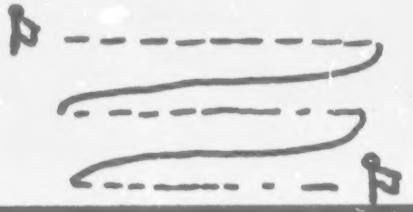
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Say the name of the picture to yourself. Print the beginning and ending sounds you hear. 	9- 1. Ideal Tapes 2725 1 - 10 w/ wksheets 2. First Talking Alphabet I (Order by letter (s) needed) 3. 5 skill sheets.	9-

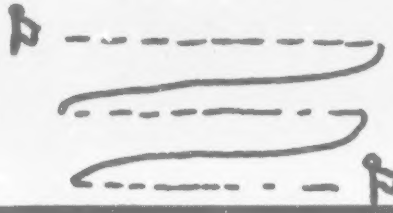
LEVEL I - Related to Reading

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
1- 01-03-01 **Holds and uses crayon to make lines and circles.**	Hold your crayon like this. (Teacher demonstrates and checks each child to be sure crayon is being held correctly) Make some lines on your paper.  Now make circles on your paper. 	1- 1. 5 Skill sheets 2. Try Task 1 (Teacher may use all of book 1 or as many pages as child needs.) 3. Use overhead projector and transparencies to let children trace lines and circles with a crayon. 4. Ideal Tape 2705-4 worksheet 2706-4-1-2 5. Ideal Tape 2705-5 worksheet 2706-5-1 6. Use templates to trace lines and
2- 01-03-02 **Makes lines and circles with pencil, holding the pencil between thumb and second finger with first finger resting on top.**	2- Hold your pencil like this. (Teacher demonstrates and checks each child to be sure pencil is being held correctly) Make some lines on your paper.  Now use your pencil to make circles on your paper. 	2- 1. Use templates to trace lines and circles. 2. skill sheets 1-5 3. Put designs using lines and circles on board, charts, or overhead projector. Have each child copy the designs. 4. Let children use lines and circles to create designs and pictures.

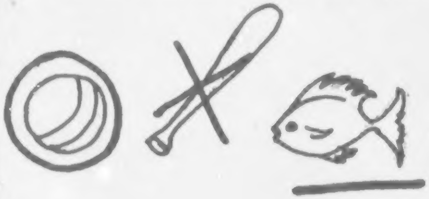
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
Hold your crayon like this. (Teacher demonstrates and checks each child to be sure crayon is being held correctly) Make some lines on your paper.  Now make circles on your paper. 	1- 1. 5 Skill sheets 2. Try Task 1 (Teacher may use all of book 1 or as many pages as child needs.) 3. Use overhead projector and transparencies to let children trace lines and circles with a crayon. 4. Ideal Tape 2705-4 worksheet 2706-4-1-2 5. Ideal Tape 2705-5 worksheet 2706-5-1 6. Use templates to trace lines and circles	1- Guide for Ideal Reading-writing Readiness chartsNo. 270. Follow readiness training suggestions before using chart 270 G bottom of p. pages 9, 10, 11.
2- Hold your pencil like this. (Teacher demonstrates and checks each child to be sure pencil is being held correctly) Make some lines on your paper.  Now use your pencil to make circles on your paper. 	2- 1. Use templates to trace lines and circles. 2. skill sheets 1-5 3. Put designs using lines and circles on board, charts, or overhead projector. Have each child copy the designs. 4. Let children use lines and circles to create designs and pictures.	2- 1. Readiness for Learning (McLEOD) pages 1 - 19 2. Put designs using lines and circles on board or chart. Have each child copy designs. 3. Have children use lines and circles to make original designs. 4. Continental Press dittos-Independent Activities-Levels 1 and 2.

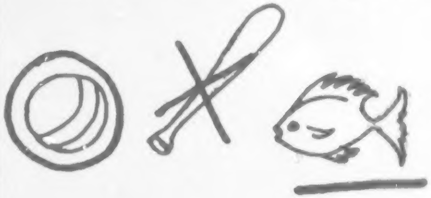
LEVEL I - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 01-03-03 While being observed, follows left to right movement by tracing a dotted line on a worksheet, blackboard etc.	Look at the pictures. Use your crayon to trace along the dotted lines from left to right. 	Worksheets 1 - 6 I RR 3 Readiness For Learning (McLeod) pp. 3,4,6. (Teacher may use blackboard and overhead projector with transparencies to give children practi in drawing lines left to right.)
4- 01-03-04 While being observed follows top to bottom movement by tracing a dotted line moving left to right and continuing along several lines to bottom of page.	Look at the pictures. Start with the upper left corner picture. Trace along the dotted lines from left to right. When you reach the end of the first line bring your crayon over to the left of the second line. Keep going until you have traced a line to the bottom right corner picture. (Teacher demonstrates on board or to child.) 	Worksheets 1-5 I RR -4 Readiness For Learning (McLeod) (Teacher may use blackboard and overhead projector with transpare to give children practice in trac on dotted lines from left to righ and top to bottom.)

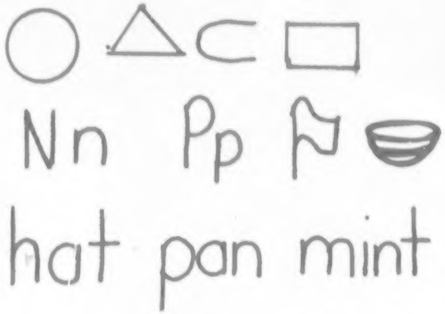
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
Look at the pictures. Use your crayon to trace along the dotted lines from left to right. 	Worksheets 1 - 6 I RR 3 Readiness For Learning (McLeod) pp. 3,4,6. (Teacher may use blackboard and overhead projector with transparencies to give children practice in drawing lines left to right.)	Guide for Ideal Reading - writing Readiness chart 270. Follow readiness training suggestions page 9 (a)
Look at the pictures. Start with the upper left corner picture. Trace along the dotted lines from left to right. When you reach the end of the first line bring your crayon over to the left of the second line. Keep going until you have traced a line to the bottom right corner picture. (Teacher demonstrates on board or to child.) 	Worksheets 1-5 I RR -4 Readiness For Learning (McLeod) (Teacher may use blackboard and overhead projector with transparencies to give children practice in tracing on dotted lines from left to right and top to bottom.)	

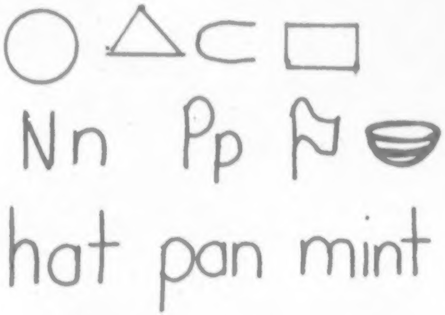
LEVEL I - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 01-03-05 Identifies and follows oral directions for the following phrases: Mark with an X: Draw a line under: Make a circle around:	Listen to what I say and do what I say. "Draw a circle around the ball. Make a x on the bat. Draw a line under the fish." 	1. Place several pictures on flanne board. Have available a felt x, O, ______ . Give directions to children."Put an x on the boat, Jim." Continue giving each chil a chance to use all three marker (Pictures may be put on chalk-board if flannel board is not available.) Transparencies and overhead Projector may be used. 2. 5 skill sheets
6- 01-03-06 Uses complete sentences in oral speaking.	Look at this picture. What do you see? (When child answers guide him into using a complete sentence.) If child answers, "A house," say, "I see a house," and have child repeat the complete sentence.	6- 1. Use Peabody Language Kit No. 1 daily. Follow Daily Lesson Plan. 2. After a painting experience have each child tell about his paintin using complete sentences. 3. Use objects in room to stimulate questions. Child must answer in a complete sentence. 4. 5 Skill sheets

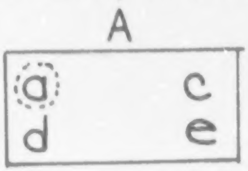
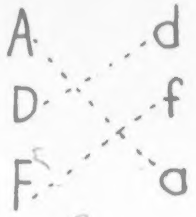
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
Listen to what I say and do what I say. "Draw a circle around the ball. Make a x on the bat. Draw a line under the fish." 	1. Place several pictures on flannel board. Have available a felt x, O, ______ . Give directions to children."Put an x on the boat, Jim." Continue giving each child a chance to use all three markers. (Pictures may be put on chalkboard if flannel board is not available.) Transparencies and overhead Projector may be used. 2.5 skill sheets	1. Houghton Mifflin Listening and Learning
Look at this picture. What do you see? (When child answers guide him into using a complete sentence.) If child answers, "A house," say, "I see a house," and have child repeat the complete sentence.	6- 1. Use Peabody Language Kit No. 1 daily. Follow Daily Lesson Plan. 2. After a painting experience have each child tell about his painting using complete sentences. 3. Use objects in room to stimulate questions. Child must answer in a complete sentence. 4. 5 Skill sheets	Let children talk on toy telephone to teacher, ai or other children. Assis children in using complete sentences in conversations. SRA Listening Skills Program 1a Teachers Guide. Use suggestions for Extended Activities. Some oral language activities will be found on pages 13, 15, 20, 31, 33, 35, 39, 40, 41, 45, 51.

LEVEL II - Related to Reading

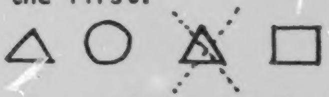
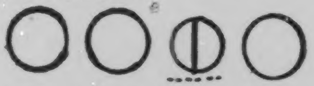
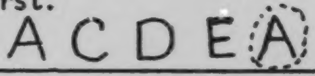
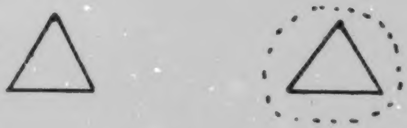
SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 02-03-01 **Copies simple shapes, letters, drawings and three to four letter words.**	1- Draw some simple shapes, letters, drawings, and words on the board or project them on an overhead projector.  Nn Pp hat pan mint	1- 1. "Look at the shapes on the bo Use a pencil or crayon to cop what you see." Check each ch paper while he is working to sure he can copy each item wi out turning his paper. Give help to the children having difficulty. Work on shapes first. When child can do the with ease move on to the letters, then the drawings, a words. 2. Skill sheets. 3. Ginn Elementary English (prac book) I -1 pages 1, 2, 3. 4. Basic Goals in Spelling Book pages 53-54.
2- 02-03-02 **Writes both upper and lower case letters with ease.**	2- As child writes (or copies) letters check to see how much difficulty he is having. Give each child as much practice as necessary until he is able to write letters easily.	2- 1. Readiness for Learning,pages 21-58. 2. Ginn Elementary English I-1, page 4-33. 3. Ginn Elementary Practice Book I-1, pages 3 21. 4. Skill sheets. 5. Grade I, Handwriting Book. 6. Basic Goals in Spelling, page 17, 21, 23, 28, 31, 34, 39, 4 45, 47, 49, 59, 60, 61. 7. Ideal Tape 2705-7 worksheet 2706-7 1

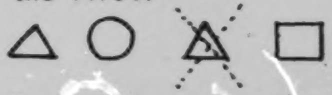
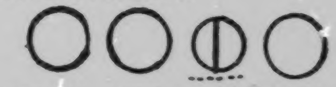
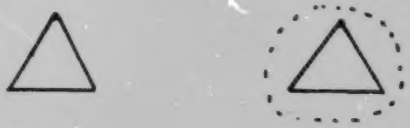
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw some simple shapes, letters, drawings, and words on the board or project them on an overhead projector.  	1- 1. "Look at the shapes on the board. Use a pencil or crayon to copy what you see." Check each child's paper while he is working to be sure he can copy each item without turning his paper. Give help to the children having difficulty. Work on shapes first. When child can do these with ease move on to the letters, then the drawings, and words. 2. Skill sheets. 3. Ginn Elementary English (practice book) I -1 pages 1, 2, 3. 4. Basic Goals in Spelling Book 1, pages 53-54.	1- 1. Readiness for learnin pages 8-27. 2. Child may copy words on page 59. 3. Pass out cards with various shapes, lette drawings or words. Have child go to the board and copy what is on his card. 4. Continental Press dittos-Visual Motor Skills levels 1 and 2.
2- As child writes (or copies) letters check to see how much difficulty he is having. Give each child as much practice as necessary until he is able to write letters easily.	2- 1. Readiness for Learning, pages 21-58. 2. Ginn Elementary English I-1, page 4-33. 3. Ginn Elementary Practice Book I-1, pages 3-21. 4. Skill sheets. 5. Grade I, Handwriting Book. 6. Basic Goals in Spelling, pages 17, 21, 23, 28, 31, 34, 39, 41, 45, 47, 49, 59, 60, 61. 7. Ideal Tape 2706-7 worksheet 2706-7-1	2- 1. Ginn Elementary Engli II-1, pages 65-70. 2. Cover handwriting guides(maybe made from old books) with plastic or X-ray film. Child may trace over letters and earase. 3. Film strips #44 Capital letters # 38 small letters c

LEVEL II - Related to Reading

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 02-03-03 Matches upper case letters to corresponding lower case letters	3- Circle the letter in the box that has the same name as the letter on top of the box.  Draw a line to match letters that have the same name.  	3- 1. Skill sheets [illegible]-5. 2. Ideal Tape 2705-5 Ideal worksheet 2706-5-2

LEVEL III - Related to Reading

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 03-03-01 Reads and follows directions for the following phrases: Mark with an X: Draw a line under: Underline the word: bird Draw a circle around:	1- Read directions and do. Mark an X on the shape like the first.  Draw a line under the one that is different.  Circle the one that is like the first. 	1- 1. skill sheets 1-5.
2- 03-03-02 Identifies left and right.	2- Draw a line under the one on the left. Circle the one on the right 	2- 1. skill sheets 1-5. 2. Ideal Tape 2705-6 worksheet 2706-6-2

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read directions and do. Mark an X on the shape like the first.  Draw a line under the one that is different.  Circle the one that is like the first. A C D E [✓ A]	1- 1. skill sheets 1-5.	
2- Draw a line under the one on the left. Circle the one on the right 	2- 1. skill sheets 1-5. 2. Ideal Tape 2705-6 worksheet 2706-6-2	

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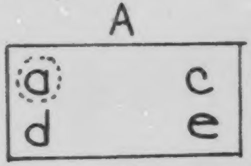
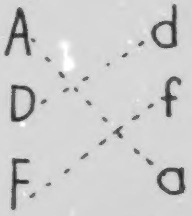
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read this paragraph to your teacher. Be sure you make your reading sound like the punctuation marks tell you. "Run fast Ann!" called Sam. "Where are we going?" Ann asked. "We are going to the circus," Sam said.	3- 1. skill sheets 1-5. 2. Story books from library corner. 3. Selections from reading books.	3- 1. Puppet plays. 2. Dramatize a story fro library book or reading lext.
4- Read this sentence to your teacher. Be sure to pause when you come to a comma, Ann is wearing her mask, wig, hat and witch dress to the party.	4- 1. Teacher should show and discuss the function of a comma with the child or group. Put several sentences on the overhead or chalkboard. Have child circle all the commas and practice reading the selections until he understands the use of the comma. 2. Skill sheets 1-5.	

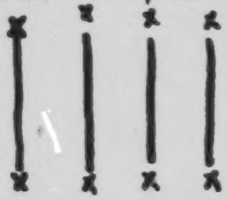
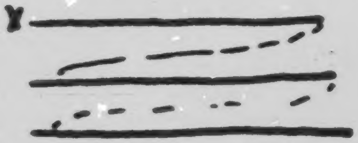
SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 04-03-01 Identifies proper names as those that begin with a capital letter by writing them correctly in a given sentence.	1- Read each sentence and the two words after it. Circle the correct word. Bill can read the book to____________. sam Sam	1- 1. From flash cards have childre pick out cards that are the of people. Show child how each name begins with a capital letter. 2. Put names of several children on board. Ask class how these names begin. Have each child write his own name using a capital letter. 3. Skill sheets 1-5. 4. Ginn Elementary English I-2, page 62. 5. Ginn Elementary English II-1, pages 2, 6, 8, 10, 14, 46, 68
2- 04-03-02 Uses capital letter to begin the first word of a written sentence.	2- Put an X before every sentence that does not begin with a capital. Write the first word in these sentences correctly. (his)________name is Tom. (run)________fast, Betty.	2- 1. Ginn Elementary English I-2, pages 6-7, 55, 61, 62. 2. Ginn Elementary English II-1, pages 3, 6, 10, 13, 16, 23, 46, 50. 3. Skill sheets 1-5. 4. IMC T.O. 252-2 Transparencies #13- A.B.K.J

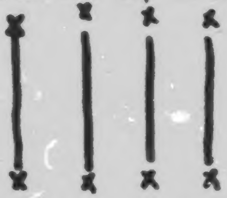
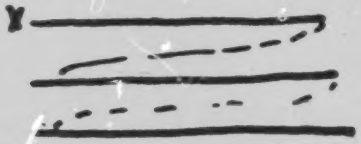
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read each sentence and the two words after it. Circle the correct word. Bill can read the book to_____________. sam Sam	1- 1. From flash cards have children pick out cards that are the of people. Show child how each name begins with a capital letter. 2. Put names of several children on board. Ask class how these names begin. Have each child write his own name using a capital letter. 3. Skill sheets 1-5. 4. Ginn Elementary English I-2, page 62. 5. Ginn Elementary English II-1, pages 2, 6, 8, 10, 14, 46, 68.	1- 1. Give children cards containing names, with first letter missing. Child selects first letter to finish the name. 2. Hayes Language Transparencies: Grade 1- 2,3,5,7,9 Grade 2- 1,2,4,5,6 3. Filmstrips # 457-2 # 277-2
2- Put an X before every sentence that does not begin with a capital. Write the first word in these sentences correctly. (his)_______name is Tom. (run)_______fast, Betty.	2- 1. Ginn Elementary English I-2, pages 6-7, 55, 61, 62. 2. Ginn Elementary English II-1, pages 3, 6, 10, 13, 16, 23, 46, 50. 3. Skill sheets 1-5. 4. IMC T.O. 252-2 Transparencies #13- A.B.K.J	1. Filmstrip #277-2 #457-2

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 04-03-03 **Places a period at the end of a group of words that tell a complete thought.**	3- Put a period at the end of each group of words that make a complete sentence. 1.Sam ran after Nip. 2.On the ship 3.Sam is on the ship.	3- 1. Ginn Elementary English I-2, pages 55-56. 2. Ginn Elementary English II-1, pages 3, 6, 10, 15, 23, 46, 4 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13- B,D,E,F
4- 04-03-04 **Places a question mark at the end of a group of words that ask a question.**	4- Put a question mark at the end of each sentence that asks a question. 1. Ann has Sam's hat 2. Did Sam get his hat? 3. Can Ann hit Sam?	4- 1. Ginn Elementary English I-2, page 56. 2. Ginn Elementary English II-1, pages 10, 15, 16, 23, 43. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252- # 13-D,G,J,K

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 04-03-05 Places commas between words used in a series.	5- Jim ate cereal, fruit, eggs and toast for breakfast.	5- 1. Put sentences on board. Have children circle the commas. 2. Put sentences on board. Have children put in the commas 3. IMC Transparencies T.O. 253 14- 14-C
6- 04-03-06 Reads a selection and assigns a symbol to any proper name as a replacement for reading that name.	6- Read the paragraph. When you come to a name use your name or a friend's name in place of the name in the story.(Show children how they can use this method to get meaning from a sentence when they come to proper names they cannot read. Pricilla and Daphane ran to the house. (June) and (Ann) ran to the house.	6- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the letter in the box that has the same name as the letter on top of the box.  Draw a line to match letters that have the same name.  	3- 1. Skill sheets 1-5. 2. Ideal Tape 2705-5 Ideal worksheet 2706-5-2	3- 1. Use Instructo Know and Show alphabet. Have children place upper case letter in holder and match with the corresponding lower case letter

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4- 02-03-04 **Proceeds from left to right in identifying objects as directed.**	4- Place a row of pictures on chalkboard or wall. Say,"Look at this row of pictures, which one is on the left side?" Show children left side if they do not know. With all the group name the pictures starting at the left and moving right.	4- 1. Place picture cards in a row on wall or board. With the children name the pictures moving from lef to right. Have each child name the pictures from left to right individually. Give extra practic in this type of oral work to thos children having difficulty in moving from left to right. 2. Skill sheet 1-5 3. Ideal Tape 2705-6 worksheet 2706-6-2
5- 02-03-05 **Works from top to bottom of a page.**	5- On paper have children put penci or crayon at the top left side of the paper. Draw a line from the top to the bottom.  After working with a vertical top to bottom movement follow the same procedure in a horizontal top to bottom movement. 	5- 1. Have children hold crayon or pencil at top left corner of pape As teacher demonstrates on board overhead projector each child sta at the top of his paper and makes a line to the bottom. Be sure child also moves in a left to rig direction. After child masters top to bottom in a vertical direc ion follow the same procedure guiding him to work from top to bottom in a horizontal row. 2. Skill sheet 1 - 5

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- Place a row of pictures on chalkboard or wall. Say, "Look at this row of pictures, which one is on the left side?" Show children left side if they do not know. With all the group name the pictures starting at the left and moving right.	4- 1. Place picture cards in a row on wall or board. With the children name the pictures moving from left to right. Have each child name the pictures from left to right individually. Give extra practice in this type of oral work to those children having difficulty in moving from left to right. 2. Skill sheet 1-5 3. Ideal Tape 2705-6 worksheet 2706-6-2	
5- On paper have children put pencil or crayon at the top left side of the paper. Draw a line from the top to the bottom.  After working with a vertical top to bottom movement follow the same procedure in a horizontal top to bottom movement. 	5- 1. Have children hold crayon or pencil at top left corner of paper. As teacher demonstrates on board or overhead projector each child starts at the top of his paper and makes a line to the bottom. Be sure child also moves in a left to right direction. After child masters top to bottom in a vertical direction follow the same procedure guiding him to work from top to bottom in a horizontal row. 2. Skill sheet 1 - 5	

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 03-03-03 Reads orally a selection with expression by recognizing the purpose of periods, question marks and exclamation marks.	3- Read this paragraph to your teacher. Be sure you make your reading sound like the punctuation marks tell you. "Run fast Ann!" called Sam. "Where are we going?" Ann asked. "We are going to the circus," Sam said.	3- 1. skill sheets 1-5. 2. Story books from library corner. 3. Selections from reading books.
4- 03-03-04 Reads orally a sentence or short paragraph and pauses at the comma when the comma is used in the following ways: a. in a series b. complex sentences c. compound sentences d. addressing a person e. following an exclamation.	4- Read this sentence to your teacher. Be sure to pause when you come to a comma, Ann is wearing her mask, wig, hat and witch dress to the party.	4- 1. Teacher should show and discuss the function of a comma with the child or group. Put several sentences on the overhead or chalkboard. Have child circle all the commas and practice reading the selections until he understands the use of the comma. 2. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Put a period at the end of each group of words that make a complete sentence. 1.Sam ran after Nip. 2.On the ship 3.Sam is on the ship.	3- 1. Ginn Elementary English I-2, pages 55-56. 2. Ginn Elementary English II-1, pages 3, 6, 10, 15, 23, 46, 47. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13- B,D,E,F	3- 1. Hays Language Transparen Grade I pg. 4 Grade 2 pg. 3 2. Instructo Overlay # 871-11 3. Filmstrips #626, 848, 273-2, 275
4- Put a question mark at the end of each sentence that asks a question. 1. Ann has Sam's hat 2. Did Sam get his hat? 3. Can Ann hit Sam?	4- 1. Ginn Elementary English I-2, page 56. 2. Ginn Elementary English II-1, pages 10, 15, 16, 23, 43. 3. Skill sheets 1-5. 4. Transparencies IMC T.O. 252-2 # 13-D,G,J,K	4- 1. Hays Language Transparencies Book I pg. 11 Book 2 pg. 3 2. Instructo overlays # 871-11, 871-5 3. Filmstrips #626, 848 273-2, 275

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Jim ate cereal, fruit, eggs and toast for breakfast.	5- 1. Put sentences on board. Have children circle the commas. 2. Put sentences on board. Have children put in the commas 3. IMC Transparencies T.O. 253 14-B 14-C	1. Filmstrip #619 Comma in a series Filmstrip # 905 Presenting the comma Part I 2. Instructo overlay # 871-7
6- Read the paragraph. When you come to a name use your name or a friend's name in place of the name in the story.(Show children how they can use this method to get meaning from a sentence when they come to proper names they cannot read. Pricilla and Daphane ran to the house. (June) and (Ann) ran to the house.	6- 1. 5 skill sheets	6-

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 05-03-01 Identifies exclamation marks by circling them in a sentence.	1- Look ! Here comes the train!	1- 1. Ginn Elementary English II-1 page 16 of teacher's guide. 2. Skill sheets 1-5. 3. Transparencies IMC T.O. 252-13 P, 13 Q
2- 05-03-02 Writes a simple sentence when dictated by the teacher using correct capitalization, punctuation and spelling.	2- Sam gave Mother and Ann some cookies, sandwiches and bananas. Can Sam sail the toy ship?	2- 1. Use words and sentences from students reading, spelling, or language lesson for dictation. 2. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Look ! Here comes the train!	1- 1. Ginn Elementary English II-1, page 16 of teacher's guide. 2. Skill sheets 1-5. 3. Transparencies IMC T.O. 252-2 13 P, 13 Q	
2- Sam gave Mother and Ann some cookies, sandwiches and bananas. Can Sam sail the toy ship?	2- 1. Use words and sentences from students reading, spelling, or language lesson for dictation. 2. Skill sheets 1-5.	

LEVEL VI - Related to Reading

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 06-03-01 Indicates strong feeling with use of exclamation points by placing them at proper places in given sentences read orally.	1- Read this sentence orally. Stop don't run so fast. "Does this sentence express strong felling? Which word would you say strongest? Put an exclamation point there." Stop! don't run so fast!	1- 1. Ginn Elementary English II-1, teacher's guide, page 16. 2. Skill sheets 1-5.
2- 06-03-02 Identifies quotation marks by circling them in a sentence.	2- Circle the quotation marks in this sentence. "Hurry," said Sue, "We must get to the bus stop before the bus comes."	2- 1. Transparencies IMC T.O. 253 14 F, 14 G, 14 H, 14 I 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read this sentence orally. Stop don't run so fast. "Does this sentence express strong felling? Which word would you say strongest? Put an exclamation point there." Stop! don't run so fast!	1- 1. Ginn Elementary English II-1, teacher's guide, page 16. 2. Skill sheets 1-5.	
2- Circle the quotation marks in this sentence. "Hurry," said Sue, "We must get to the bus stop before the bus comes."	2- 1. Transparencies IMC T.O. 253 14 F, 14 G, 14 H, 14 I 2. 5 skill sheets	2- Instructo overlay #871-15, 871-17

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-03-03 Writes a simple sentence using correct punctuation, capitalization and spelling.	3- Write a sentence on your paper. Be sure to spell your words correctly, use correct punctuation and capital letters.	3- 1. Ginn Elementary English I-2, pages 65-67. 2. Ginn Elementary English II-1, pages 6, 10, 13, 14, 15, 16,2 23, 25. 3. Use words from spelling list sentences. 4. Skill sheets 1-5.
4- 06-03-04 Reads orally a selection with expression by recognizing the purpose of periods, question marks, exclamation marks, colons and exposition marks.	4- Child reads orally to the teacher any selection on his reading level.	4- 1. Skill sheets 1-5. 2. When child reads a selection especially well he may read it orally to a group and put it o tape.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
e on,	3- Write a sentence on your paper. Be sure to spell your words correctly, use correct punctuation and capital letters.	3- 1. Ginn Elementary English I-2, pages 65-67. 2. Ginn Elementary English II-1, pages 6, 10, 13, 14, 15, 16, 21, 23, 25. 3. Use words from spelling list in sentences. 4. Skill sheets 1-5.	3- 1. Write a sentence abou a picture.
n g- , ns	4- Child reads orally to the teacher any selection on his reading level.	4- 1. Skill sheets 1-5. 2. When child reads a selection especially well he may read it orally to a group and put it on tape.	4- 1. Sullivan Story Books. 2. Other basal reader a child is using. 3. Library Books.

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 06-03-05 Selects the word with the configuration that is asked for in the direction.	5- Circle the tall letters. [✓ b] [✓ f] a c [✓ d] Circle the letters in this word that have tails. b i [✓ g] [✓ g] e r Underline the tall word. use same fall	5- 1. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Circle the tall letters. ⓑ ⓕ a c ⓓ Circle the letters in this word that have tails. b i ⓖⓖ e r Underline the tall word. use same fall	5- 1. Skill sheets 1-5.	

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 07-03-01 Writes quotation marks, indicating what was said.	1- Read this sentence. Walter said, Hurry Sam, the game is ready to start. What are the words someone is saying? Put quotation marks around these words. Walter said, "Hurry Sam, the game is ready to start."	1- 1. Skill sheets 1-5
2- 07-03-01 Writes sentences requiring periods, question marks, exclamation marks and quotation marks.	2- Write a sentence that tells something. Write a sentence that asks a question. Write a sentence that shows strong feeling or excitement. Write a sentence in which someone is talking.	2- 1. Skill sheets 1-5.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read this sentence. Walter said, Hurry Sam, the game is ready to start. What are the words someone is saying? Put quotation marks around these words. Walter said, "Hurry Sam, the game is ready to start."	1- 1. Skill sheets 1-5	1- 1. Film strip #272, 461
2- Write a sentence that tells something. Write a sentence that asks a question. Write a sentence that shows strong feeling or excitement. Write a sentence in which someone is talking.	2- 1. Skill sheets 1-5.	

UNIT: Vocabulary Development

a____
and____
animal____
Ann____
Ann's____
at____
away____

bad____
bag____
bags____
bat____
bed____
being____
best____
big____
bigger____
biggest____
boat____
box____
boy____
but____
by____

cake____
can____
cannot____
car____
cars____
circle____
circles____
color____
colored____
colors____
come____
coming____
cross____
cup____

down____
draw____

farm____
farms____
fat____
father____
food____
for____
fox____
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game____
games____
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good____

have____
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home____
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houses____

I____
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Mothers____
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names____
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no____
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page____
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play____
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ran____
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ride____
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said____
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say____
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tell____
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Tom____
Tom's____
town____
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trees____
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turtle____
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us____
was____
we____
will____
win____

yes____
you____

COLOR WORDS

red____
orange____
yellow____
green____
blue____
purple____
brown____
black____
white____

LEVEL III

UNIT: Vocabulary Development

after____
all____
am____
an____
another____

baby____
ball____
barn
baseball____
be__
bean____
beans____
bright____

call____
called____
came____
cat____
cold____
colder____
cow____
cows____

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did____
didn't____
dog____
dolls____

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fall____
falling____
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fan____
fast____
fish____
fishing____
fly____
from____

get____
getting____
girl____
girl's____
give____
going____
grandfather____
grandfathers____
grandmother____

had____
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help____
helped____
helps____
her____
hers____
him____
his____
hit____
hitting____
hole____
house's____

if____
into____
its____
I've____

make____
makes____
men____
morning____

kind____
kinds____

net____

old____
out____

paste____
pig____
pond____
puppy____

round____

sand____
says____
sea____
sleep____
slow____
so____
some____
soon____
sooner____
stand____
standing____
stop____
stops____
sun____

tall____
their____
them____
there____

told____
top____
tops____

under____
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NUM

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~~128~~

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morning____

kind____
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pig____
pond____
puppy____

round____

sand____
says____
sea____
sleep____
slow____
so____
some____
soon____
sooner____
stand____
standing____
stop____
stops____
sun____

tall____
their____
them____
there____

told____
top____
tops____

under____
use____
used____
uses____
using____
wagon____
way____
ways____
were____
what____
when____
which____
who____
why____
your____

NUMBER NAMES

one____
two____
three____
four____
five____
six____
seven____
eight____
nine____
ten____

LEVEL IV

UNIT: Vocabulary Development

about____
across____
afternoon____
again____
alike____
along____
always____
answer____
answers____
any____
anything____
ask____
asked____

basket____
because____
been____
before____
bird____
birds____
birthday____
book____
books____
bread____
broken____
brother____
brother's ____
brothers____
build____
carries____
carry____
chair____
child____
children____

city____
coat____
coats____
cook____
cool____
cone____
could____

dress____

each____
early____
eggs____
elephant____
end____
ends____
ending____

families____
family____
far____
feet____
fell____
find____
finish____
fire____
first____
flower____
flowers____
found____

garden____
gave____
glad____
got____
grow____
grown____

horse____
horses____
hoe____

inside____

just____

kinder____
know____
knows____

larger____
last____
leave____
leaves____
let____
letter____
letters____
life____
live____
lived____
long____
longer____
lost____

made____
many____
may____
meat____
milk____
most____
mostly____
move____
moved____
Mr.____
Mrs.____

never____
new____
night____
nights____
now____

o'clock____
once____
or____
other____
our____
own____
over____

part____
parts____
party____
push____
put____

question____
questions____

rabbit____
rabbits____
rain____
rains____
raining____
ring____
road____

same____
school____
schools____
should____
side____
sister____

small____
snow____
snows____
someone____
something____
sorry____
spring____
stay____
stayed____
still____
store____
summer____

take____
talk____
than____
then____
these____
thing____
things____
time____
took____
train____
trip____

until____
upon____

walk____
walked____
want____
wanted____
wants____
water____
went____
where____
with____
wood____
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horse____
horses____
hoe____

inside____

just____

kinder____
know____
knows____

larger____
last____
leave____
leaves____
let____
letter____
letters____
life____
live____
lived____
long____
longer____
lost____

made____
many____
may____
meat____
milk____
most____
mostly____
move____
moved____
Mr.____
Mrs.____

never____
new____
night____
nights____
now____

o'clock____
once____
or____
other____
our____
own____
over____

part____
parts____
party____
push____
put____

question____
questions____

rabbit____
rabbits____
rain____
rains____
raining____
ring____
road____

same____
school____
schools____
should____
side____
sister____

small____
snow____
snows____
someone____
something____
sorry____
spring____
stay____
stayed____
still____
store____
summer____

take____
talk____
than____
then____
these____
thing____
things____
time____
took____
train____
trip____

until____
upon____

walk____
walked____
want____
wanted____
wants____
water____
went____
where____
with____
wood____
woods____

work____
worked____
working____
would____
wrote____

yesterday____

LEVEL V

UNIT V Vocabulary Development

ago____
alive____
angry____
are____
around____

back____
beach____
bear____
began____
begin____
better____
both____
bring____
bus____
buy____

can't____
clean____
cleaner____
cleaning____
crayon____
crayons____
cry____
cut____

dam____
dear____
done____
drop____

ear____
ever____
every____
eyes____

face____
fill____
floor____
friend____
friendly____
full____
fully____

gate____
glad____
grass____
growing____

happen____
happy____
head____
heads____
hold____
holding____
hot____
hotter____
hottest____

keep____

laugh____
left____
leg____
legs____

middle____
miss____
much____
must____
myself____

near____
nearly____
nose____
nosey____

off____
only____
open____
outside____

paper____
people____
pick____
picked____
picking____
picture____
please____
pretty____
pulled____

right____
rights____
room____

sat____
seed____
seeds____
seem____
seemed____
seems____
send____
sent____
shall____
shoe____
shoes____

show____
shows____
sky____
smaller____
smallest____
start____
started____
step____
stick____
street____
streets____

table____
taken____
takes____
taking____
thank____
think____
thinking____
those____
today____
try____

very____

wash____
washed____
washing____
wave____
waved____
wax____
well____
wind____
without____
won____

word____
words____
write____
writer____

yard____
year____
years____

evelopment

face____
fill____
floor____
friend____
friendly____
full____
fully____

gate____
glad____
grass____
growing____

happen____
happy____
head____
heads____
hold____
holding____
hot____
hotter____
hottest____

keep____

laugh____
left____
leg____
legs____

middle____
miss____
much____
must____
myself____

near____
nearly____
nose____
nosey____

off____
only____
open____
outside____

paper____
people____
pick____
picked____
picking____
picture____
please____
pretty____
pulled____

right____
rights____
room____

sat____
seed____
seeds____
seem____
seemed____
seems____
send____
sent____
shall____
shoe____
shoes____

show____
shows____
sky____
smaller____
smallest____
start____
started____
step____
stick____
street____
streets____

table____
taken____
takes____
taking____
thank____
think____
thinking____
those____
today____
try____

very____

wash____
washed____
washing____
wave____
waved____
wax____
well____
wind____
without____
won____

word____
words____
write____
writer____

yard____
year____
years____

WEEKDAYS

Sunday____
Monday____
Tuesday____
Wednesday____
Thursday____
Friday____
Saturday____

6

LEVEL VI

UNIT: Vocabulary Development

air____
almost____
alone____
also____
answered____
arm____
aunt____
authorized____

band____
beautiful____
below____
board____
boards____
branches____
breakfast____
breeze____
bridge____
brought____
brush____
burned____

canal____
care____
carefree____
careful____
careless____
carrot____
carrots____
catch____
catching____
church____
clever____
cleverer____
close____
clothes____
cloud____

cloudy____
cost____
cover____
covered____
covering____
crash____
curious____

die____
dyed____

engineer____
everyone____
everything____

feed____
feel____
fence____
fine____
flour____
foolish____
free____
front____

gift____
gone____
grade____
ground____
guess____

hair____
half____
harder____
hear____
held____
herself____
high____

higher____
himself____
hotel____
hotels____
hour____

king____
knew____

land____
landed____
landing____
learn____
learned____
less____
love____

mark____
match____
matches____
matching____
might____
moving____

often____

paragraph____
past____
pier____
piers____
plan____
planned____
planning____
plant____
plants____
planting____

poem____
poet____
poor____

rest____
river____
rivers____
rock____
rocks____

save____
saved____
self____
shake____
slide____
sometimes____
son____
strong____
such____
swim____
swimming____

talked____
talking____
talks____
tame____
teacher____
thought____
tiny____
tomorrow____
true____
turn____
turned____

uncle____
until____

wait____
waiting____
watch____
week____
weeks____
wet____
while____
wife____
wish____
wishes____
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evelopment

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r____
d____
rself____
gh____

higher____
himself____
hotel____
hotels____
hour____

king____
knew____

land____
landed____
landing____
learn____
learned____
less____
love____

mark____
match____
matches____
matching____
might____
moving____

often____

paragraph____
past____
pier____
piers____
plan____
planned____
planning____
plant____
plants____
planting____

poem____
poet____
poor____

rest____
river____
rivers____
rock____
rocks____

save____
saved____
self____
shake____
slide____
sometimes____
son____
strong____
such____
swim____
swimming____

talked____
talking____
talks____
tame____
teacher____
thought____
tiny____
tomorrow____
true____
turn____
turned____

uncle____
until____

wait____
waiting____
watch____
week____
weeks____
wet____
while____
wife____
wish____
wishes____
wishing____

yet____

SEASONS

fall____
winter____
spring____
summer____
autumn____

ORDINALS

first____
second____
third____
fourth____
fifth____
sixth____
seventh____
eight____
ninth____
tenth____

LEVEL VII

UNIT: Vocabulary Development

able____
above____
against____
age____
already____
among____
appear____
appears____

became____
become____
believe____
between____
body____

certain____
chance____
change____
class____
classes____
company____
continue____
course____
court____
courting____
cousin____
cousins____

dash____
demand____
different____
during____

either____
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gray____
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handles____
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helpful____
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human____
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idea____
ideas____
I'll____
important____
interest____
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law____
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lend____
lesson____
locked____

married____
marry____

meaning____
means____
mile____
minds____
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museum____
music____

nature____
needs____
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nothing____

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paint____
person____
pile____
polite____
possible____
pounds____
pounding____
power____
powerful____
promise____

quick____
quiet____
quieter____
quite____
race____
raccoon____
reach____
reached____
ready____
real____

really____
reason____
reasonable____
return____
rhyme____
roll____
rollers____
rules____
rush____

scream____
screamed____
several____
short____
sign____
signs____
since____
sort____
sound____
sounds____
spent____
splashed____
state____
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storm____
study____
suppose____
supposed____
surprise____

themselves____
though____
thousand____
thunder____
tied____
toward____
tried____
twelve____

twenty____

visitors____

wade____
wading____
war____
wear____
west____
western____
wheel____
whether____
whole____
whom____
whose____
wide____
wild____
woman____
women____
wonder____
wondered____
wondering____
wonders____
won't____
wooden____
world____

young____

Development

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meaning____
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nature____
needs____
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office____
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quick____
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race____
raccoon____
reach____
reached____
ready____
real____

really____
reason____
reasonable____
return____
rhyme____
roll____
rollers____
rules____
rush____

scream____
screamed____
several____
short____
sign____
signs____
since____
sort____
sound____
sounds____
spent____
splashed____
state____
states____
storm____
study____
suppose____
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themselves____
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wade____
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war____
wear____
west____
western____
wheel____
whether____
whole____
whom____
whose____
wide____
wild____
woman____
women____
wonder____
wondered____
wondering____
wonders____
won't____
wooden____
world____

young____

HOLIDAYS

Valentine's Day____
Easter____
Halloween____
Thanksgiving____
Christmas____

LEVEL VIII

UNIT: Vocabulary Development

address____
addressed____
agree____
anybody____

beside____
building____
buildings____

card____
cards____
climb____
climbed____
climbing____

dry____
dried____
dries____

even____
everywhere____

forget____

giant____
given____

heavy____
huge____

Indians____

jumpy____

library____
lose____

moon____
moons____
mountain____

newspaper____
noise____
noisy____
none____

other____
others____

peak____
playground____
point____
points____
pool____
popping____
prettier____
prince____

raft____
rugged____

scout____
shelf____
shelves____
simple____
single____
smile____
smoke____
smoked____
skyscraper____
skyscrapers____
sprout____
sprouts____
swept____

teacher's____
tired____

weeds____
whale____
whales____
whenever____

MONTHS____

January____
February____
March____
April____
May____
June____
July____
August____
September____
October____
November____
December____

LEVEL IX

UNIT: Vocabulary Development

accept____
ability____
article____

beaten____
beneath____
beyond____
blown____
break____
breaking____
brief____
bunch____
bunches____

cable____
chaff____
choose____
coast____
coasts____
complete____
curiosity____

delay____
delayed____
deposit____
deposited____
destroy____
dinosaur____
dinosaurs____
dull____

event____
excited____
except____
expect____

final____

gigantic____

haul____
hurry____

instead____
item____
items____

load____
loaded____
loose____
loosening____

main____
mainly____
melt____
melted______
melting_____
oxen____

priceless____
proof____
protected____

raise____
refused____
regular____
ribbon____
rough____
ruin____

select____

shining____
skill____
snail____
snails____
solid____

tempt____
through____

unhurried____
uniform____
usual____
usually____

wheat____
wreck____

yourself____

LEVEL X

UNIT: Vocabulary Development

abalone____
abalones____
accomplish____
achievement____
action____
America____
astonish____

barnacle____
barnacles____
behavior____
brace____

California____
clutch____

daughter____
defeat____
defeated____
describe____
described____
dodge____
donate____

earned____
earth____
effort____

firmly____

gained____

incident____
included____

invite____

locate____
located____

maintain____

Octopus____
oyster____

plane____
process____
processing____
property____

qualities____

railing____
railway____
railroad____
recognition____
responsible____

seashell____
search____
shell____
shellfish____
size____
smooth____
splendid____
stirred____
stupid____

tardy____

throw____
thrown____
trust____
trustworthy____

LEVEL XI

UNIT: Vocabulary Development

advise____
aerial____
alter____
annoyed____
appearance____
approved____
approached____
attraction____

breeze____
brilliant____

character____
circular____
clever____
conscience____
contribute____
convinced____
create____
current____

dazzling____
decision____
detour____
determined____

education____

healthy____

inquire____
interrupt____
intelligent____
invest____
issue____

muscle____

prepared____

sheltered____
speak____
spirit____
streamlined____
stubborn____
style____

title____
truth____

LEVEL XII

UNIT: Vocabulary Development

concern____
conclusion____

death____
delicious____

entitled____
evidence____
excellent____

fairness____
flight____

glossy____

handles____
hung____

judged____

lying____

machines____
modern____

needle____
nervous____

oddly____
operate____

pastel____
pattern____
persuaded____
poisonous____

practical____
proclaimed____
prong____

removed____

separate____
separating____
shiver____
shivered____
shivering____
shovel____
shoveled____
shovels____
sizzling____
spearing____
special____
square____
suggest____
suggests____
summit____
surface____

taste____
task____
temperature____
traveled____

unpleasant____

vacation____

worship____
wrestle____
wrestled____
wrestling____

UNIT: Vocabulary Development

dealership____

explosives____

fashioned____
freezing____
frosty____

handfuls____
handsome____
heavy____
hitched____

importance____

lazy____
legends____

merry____
micro____
midi____
mini____

ownership____

pearl____
per____
pitchfork____
pitchforks____
platform____
possession____
poured____
privately____
probably____
products____
prompt____
protest____

remind____
required____

sensible____
sharpened____
strange____
strand____
strain____
straw____
stress____
support____

teams____
teased____
threshed____
threshers____
threshing____

useless____

vain____
valuable____

yielding____
youth____

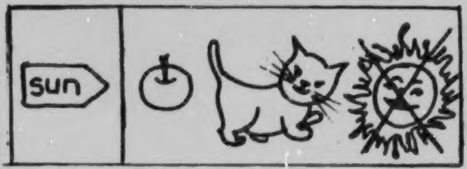
SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
1- 02-04-01 Names words from the sequence vocabulary for Level II when word is shown by teacher.	1_ Say these words to your teacher: _______ this _______ circles _______ it	1_ 1. Flash cards 2. Flash-X, McGraw Hill 3. Language Master cards 4. Ben-G Puzzle "The Balloon Man" 5. Ideal Tape 2715-1 worksheet 2716-1-1 worksheet 2716-1-2 6. Dolch Picture Word Cards, Garrard 7. 12 skill sheets

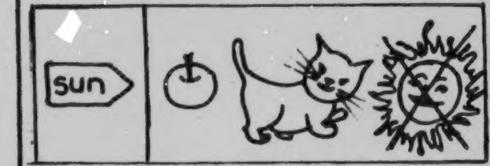
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1_ Say these words to your teacher: ______ this ______ circles ______ it	1_ 1. Flash cards 2. Flash-X, McGraw Hill 3. Language Master cards 4. Ben-G Puzzle "The Balloon Man" 5. Ideal Tape 2715-1 worksheet 2716-1-1 worksheet 2716-1-2 6. Dolch Picture Word Cards, Garrard 7. 12 skill sheets	1- 1. Word Wiggley Game 2. Rotten Apple Game 3. Charlie Brown Concentration Game(Del 4. Snoopy Vocabulary Game (Del Mar) 5. Word-O Game 6. Scrambled Eggs 7. Picture or Word Dictionary 8. SWRL - unit on color

LEVEL III - Vocabulary Development

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 03-04-01 **Identifies the same word beginning with both an upper and lower case letter by matching words on a worksheet.**	1_ Put a box around each word that says the same as the first word. Bright ‖ baseball $\boxed{\text{bright}}$ call	1- 1. Flash cards- upper and l case beginning letter. 2. 5 skill sheets
2- 03-04-02 Reads and uses the Vocabulary for Level III	2- Say these words to your teacher: ________ dog ________ sun ________ tell	2- 1. 1. Flash cards 2. Language master cards 3. Flash-X, Mc Graw Hill 4. Tachistoscope 5. Read-O Game 6. 11 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
r g	1_ Put a box around each word that says the same as the first word. Bright ‖ baseball $\boxed{\text{bright}}$ call	1- 1. Flash cards- upper and lower case beginning letter. 2. 5 skill sheets	1- 1. Concentration 2. Word-O 3. Commercial puzzle- write words on pie and frame.
	2- Say these words to your teacher: ________ dog ________ sun ________ tell	2- 1. 1. Flash cards 2. Language master cards 3. Flash-X, Mc Graw Hill 4. Tachistoscope 5. Read-O Game 6. 11 skill sheets	2- 1. Rotten Apple 2. Concentration (e.g. Charlie Brown Del Mar) 3. Word-O 4. Picture or Word Dictionary 5. Scrambled Eggs 6. Snoopy Vocabulary (Del Mar) 7. Make a Match Game (Title I Workshop)

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 03-04-03 Selects the picture that illustrates the definistion of a given concrete word.	3- Put an X on the picture that goes with the word  	3- 1. Dolch Picture Word Cards, Garrard 2. 5 skill sheets

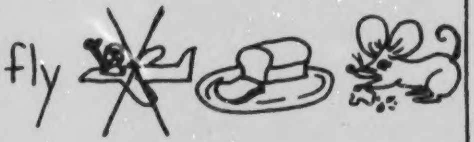
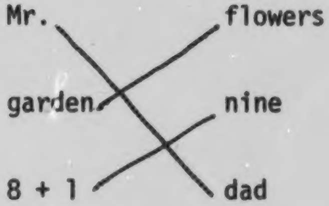
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Put an X on the picture that goes with the word  	3- 1. Dolch Picture Word Cards, Garrard 2. 5 skill sheets	3- Around the Corner D.M. 105 - B

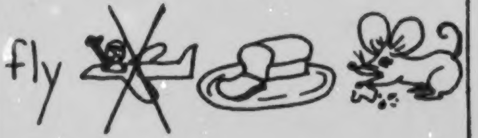
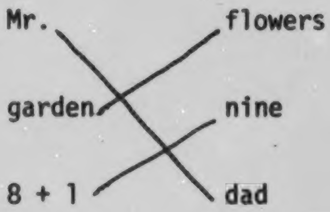
LEVEL IV - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 04-04-01 Reads and uses the Project Vocabulary for Level IV	1- Underline the word that has the best meaning for the underlined word. 1. a boy A. flower B. brother C. long	1- 1. Flash cards 2. Language Master Cards 3. Flash-X, Mc Graw Hill 4. "My Puzzle Book" (Book I) Dolch Teaching Aid- Garrard Publishing Co. 5. Dolch Picture Word Cards (G 6. Tachistoscope 7. Read-O Game 8. 8 skill sheets
2- 04-04-02 From the Vocabulary, discriminates between words of similar form by choosing the right word to complete a sentence.	2- In each sentence draw a line under the word that makes the sentence correct. 1. The brothers have ______ grow grown	2- 1. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ject V	1- Underline the word that has the best meaning for the underlined word. 1. a boy A. flower B. brother C. long	1- 1. Flash cards 2. Language Master Cards 3. Flash-X, Mc Graw Hill 4. "My Puzzle Book" (Book I) Dolch Teaching Aid- Garrard Publishing Co. 5. Dolch Picture Word Cards (Garrard) 6. Tachistoscope 7. Read-O Game 8. 8 skill sheets	1- 1. Picture or Word Dictionary 2. Scrambled Eggs 3. Rotten Apple 4. Word-O 5. Concentration (e.g. Charlie Brown, Del 6. Word Wiggley 7. Make a Match Game (Title I Workshop)
n n t	2- In each sentence draw a line under the word that makes the sentence correct. 1. The brothers have ______ grow grown	2- 1. 5 skill sheets	2- 1. Around the Corner D.M. 103 - B 2. Just For Fun D.M. 66 - B

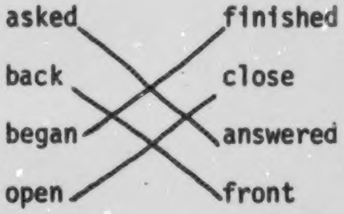
LEVEL IV - Vocabulary Development

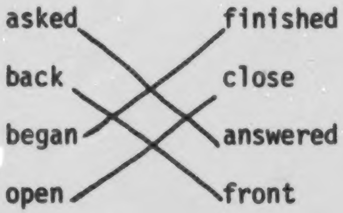
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 04-04-C3 **Selects the picture that illustrates the definition of a given abstract word.**	3- Put an X on the picture that goes with the word.  	3- 1. 5 skill sheets
4- 04-04-C04 **Identifies words with similar meaning.**	4- Draw a line from a word in the first list to a word in the second list that has nearly the same meaning.  Mr. flowers garden nine 8 + 1 dad	4- 1. Milton Bradley, Synonym Po Cards 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Put an X on the picture that goes with the word. 	3- 1. 5 skill sheets	3- 1. Concentration 2. Puzzles
4- Draw a line from a word in the first list to a word in the second list that has nearly the same meaning. 	4- 1. Milton Bradley, Synonym Poster Cards 2. 5 skill sheets	4- 1. Concentration 2. Puzzles

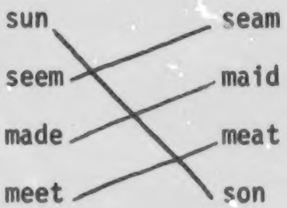
SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 05-04-01 Reads and uses Vocabulary for Level V	1- Write the correct word on the blank line. 1. I will write on paper. 2. They came on Saturday. Saturday people paper	1- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw Hill 4. "My Puzzle Book" (Book 2) Dolch Teaching Aid-Garrard Publishing Co. 5. Dolch Picture Word Cards, Garrard 6. Tachistoscope 7. Read-O Game 8. 9 skill sheets
2- 05-04-02 **Discriminates between four or more letter words of similar form by choosing the correct word to complete the sentence.**	2- Underline the word that completes the sentence. 1. Will you come to the ___. take table taken	2- 1. 5 skill sheets

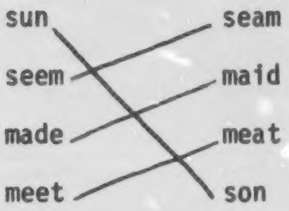
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- Write the correct word on the blank line. 1. I will write on paper. 2. They came on Saturday. Saturday people paper	1- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw Hill 4. "My Puzzle Book" (Book 2) Dolch Teaching Aid-Garrard Publishing Co. 5. Dolch Picture Word Cards, Garrard 6. Tachistoscope 7. Read-O Game 8. 9 skill sheets	1- 1. Picture or Word Dictionary 2. Word Wiggley 3. Concentration 4. Word-O 5. Scrambled Eggs 6. Rotten Apple 7. Make a Match (Titl I Workshop)
t	2- Underline the word that completes the sentence. 1. Will you come to the ___. take table taken	2- 1. 5 skill sheets	2- 1. Use the Correct Word- (DelMar) 2. Real and Make-Believe - Workbook p. 103 3. Around the Corner Workbook p. 30

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 05-04-03 **Identifies words with opposite meanings.**	3- Draw a line from each word in the first list to the wor in the second list that has the opposite meaning.  asked finished back close began answered open front	3- 1. Milton Bradley- Antonym Pos Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Magic Card 2712 Classification and Opposite 4. Ideal Tape 2715-5 worksheet 2716-5-1 5. Ideal Tape 2715-4 worksheet 2716-4-2 6. Ideal Pegboard Pictures 271 Classification and Opposite 7. Ideal transparencies 2719-4 8. 5 skill sheets
4- 05-04- 04 **Identifies the specific meaning of a word with multiple meanings.**	4- X the correct meaning of the underlined word. Tom has a full face. filled [✓ round] small	4- 1. 4 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Draw a line from each word in the first list to the word in the second list that has the opposite meaning.  asked finished back close began answered open front	3- 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Magic Card 2712 Classification and Opposites 4. Ideal Tape 2715-5 worksheet 2716-5-1 5. Ideal Tape 2715-4 worksheet 2716-4-2 6. Ideal Pegboard Pictures 271-1 Classification and Opposites 7. Ideal transparencies 2719-4-5 8. 5 skill sheets	3- 1. Word -0, Opposites 2. Real and Make-Believe, D.M. 133
4- X the correct meaning of the underlined word. Tom has a full face. filled [✓ round] small	4- 1. 4 skill sheets	4- 1. Dictionary

LEVEL VI - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 06-04-01 Reads and uses the Vocabulary for Level VI	1- Put an X on the line that goes with the meaning of the underlined word. cloudy ______ canal ______ cover ______ matches words __X__ not clear	1- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 7 skill sheets
2- 06-04-02 **Identifies correct homonyms.**	2- Draw a line between the two words that sound alike. 	2- 1. Milton Bradley- Homonym Poste Cards 2. 4 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Put an X on the line that goes with the meaning of the underlined word. cloudy _____ canal _____ cover _____ matches words __X__ not clear	1- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 7 skill sheets	1- 1. Picture or Word Dictionary 2. Rotten Apple 3. Word Wiggley 4. Concentration 5. Word-O 6. Scrambled Eggs 7. Basic Goals in Spelling Book 4- p.21 8. Make a Match Game (Title I Workshop)
2- Draw a line between the two words that sound alike.  sun seam seem maid made meat meet son	2- 1. Milton Bradley- Homonym Poster Cards 2. 4 skill sheets	2- 1. Concentration 2. Crossword Puzzle Cards (Del Mar)

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-04-03 Matches abstract words with phrases which have similar meanings.	3- Underline the phrase that gives the best meaning of the underlined word. close up high far apart near together	3- 1. Random House Skill Pacers, Yellow # 3 2. 6 skill sheets
4- 06-04-04 Matches concrete words with phrases that have similar meanings.	4- Draw a line under the phrase that gives the meaning for the underlined word. breakfast a. a morning nap b. a morning swim c. a morning meal	4- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Underline the phrase that gives the best meaning of the underlined word. close — up high far apart near together	3- 1. Random House Skill Pacers, Yellow # 3 2. 6 skill sheets	3- 1.. Puzzle close | near together
4- Draw a line under the phrase that gives the meaning for the underlined word. breakfast a. a morning nap b. a morning swim c. a morning meal	4- 1. 5 skill sheets	4- 1. Puzzle breakfast | a morning meal

LEVEL VII - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 07-04-01 **Identifies the word which correctly completes a sentence.**	1- Underline the word that completes the sentence. 1. We are five _______ from home. (miles, man, make)	1- 1. 7 skill sheets
~~2-~~ 07-04-02 **Identifies words with multiple meanings.**	2- Underline the word that is the same in each sentence, but has a different meaning. Write the number on the line to show the correct meaning. a. My family is taking a trip. 2 b. Do not trip on the rock. 1 1. to fall 2. vacation	2- 1. Ideal Dictionary Skills 2764--16 "Multiple Meaning of Words." 2. Random House Skill Pacers, Yellow #3 3. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Underline the word that completes the sentence. 1. We are five ________ from home. (miles, man, make)	1- 1. 7 skill sheets	1- 1. Sullivan workbooks
2- Underline the word that is the same in each sentence, but has a different meaning. Write the number on the line to show the correct meaning. a. My family is taking a trip. 2 b. Do not trip on the rock. 1 1. to fall 2. vacation	2- 1. Ideal Dictionary Skills 2764--16 "Multiple Meaning of Words." 2. Random House Skill Pacers, Yellow #3 3. 6 skill sheets	2- 1. Dictionary

LEVEL VII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 07-04-03 Identifies antonymn for specified words when these words are presented in sentences.	3- Draw a line under the word in the sentence that is opposite of the underlined word. above From the airplane we could see the fields below.	3- 1. Milton Bradley- Antonym Poste Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Pegboard Pictures Classification and Opposites 271-1 4. Ideal Magic Cards 2712 Classification and Opposites 5. 5 skill sheets
4- 07-04-04 Reads and uses the Vocabulary for Level VII	4- Underline the word that has the best meaning for the first underlined phrase. 1. to be certain a. sure b. however c. always	4- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 10 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Draw a line under the word in the sentence that is opposite of the underlined word. above From the airplane we could see the fields below.	3- 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit "Discovering Opposites" 3. Ideal Pegboard Pictures Classification and Opposites 271-1 4. Ideal Magic Cards 2712 Classification and Opposites 5. 5 skill sheets	3- 1. Word-O 2. Concentration 3. SRA Reading Lab.,II C green cards 3,8,13,18 (Part C) orange cards 3,7,11 (Part D) 4. All Through the Year workbook p. 66 5. Around the Corner workbook p. 15
4- Underline the word that has the best meaning for the first underlined phrase. 1. to be certain a. sure b. however c. always	4- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 10 skill sheets	4- 1. Picture or Word Dictionary 2. Scrambled EggsGame 3. Word Wiggley 4. Rotten Apple 5. Word-O Game 6. Concentration(e.g. Charlie Brown,Del Mar 7. Snoopy Vocabulary Game, Del Mar 8. "Make a Match Game" (Title I Workshop)

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 08-04-01 Identifies synonyms for specified words when these words are presented in a sentence.	1- Circle a word under each sentence that means the same as the underlined word in the sentence. 1. Steve will look around the door. [✓ peek] point climb	1- 1. Milton Bradley Synonym Post Cards 2. 6 skill sheets
2- 08-04-02 Writes the correct word from a given list when the meaning is stated in a sentence.	2- Write the correct word on the blank space. 1. The number on my house is called my address agree address already	2- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle a word under each sentence that means the same as the underlined word in the sentence. 1. Steve will look around the door. [✓ peek] point climb	1- 1. Milton Bradley Synonym Poster Cards 2. 6 skill sheets	1- 1. Synonym Concentration 2. From Faraway Places pp.28,37,55,75 3. SRA Reading Lab,IIA, aqua cards 1, Part E 4. SRA Reading Lab,IIC, orange cards, 3,7,11 (Part C)
2- Write the correct word on the blank space. 1. The number on my house is called my address agree address already	2- 1. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 08-04-03 **Chooses the correct homonym for a particular context.**	3- Complete each sentence by circling the correct word. (homonym) 1. There was ________ on the grass this morning. due [✓ dew]	3- 1. Milton Bradley- Homonym Post cards. 2. Ideal Spelling tape lesson, worksheet 2806-9-2 3. 5 skill sheets
08-04-04 Identifies the multiple meanings of words by using the given words in sentences.	4- Use a word from the first sentence to finish the secon sentence. The word will hav a different meaning in sentence B than it had in sentence A. A. Long ago I lived with my family on a farm. B. Sometimes I long for those good old days.	4- 1. Ideal: Dictionary Skills # 2764-16 Multiple Meani of Words 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Complete each sentence by circling the correct word. (homonym) 1. There was ___________ on the grass this morning. due [✓ dew]	3- 1. Milton Bradley- Homonym Poster cards. 2. Ideal Spelling tape lesson, worksheet 2806-9-2 3. 5 skill sheets	3- 1. Concentration 2. Crossword Puzzle card, Del Mar 3. Homonym Hunt card, Del Mar 4. Basic Goals in Spelling (Book 2- Unit 31) Book 3 - Unit 27,28 5. From Faraway Places workbook p. 70 6. SRA Reading Lab.II a tan cards 2,7,12-PartC 7. SRA Reading Lab. IIb tan cards 2,6,10-PartD gold cards 7,10-Part D 8. SRA Reading Lab. II C aqua 2,6,10 Part D purple 7,10 Part D orange 2,6,10 Part D blue 3,7,11 Part D brown 4,8,12 Part C
4- Use a word from the first sentence to finish the second sentence. The word will have a different meaning in sentence B than it had in sentence A. A. Long ago I lived with my family on a farm. B. Sometimes I long for those good old days.	4- 1. Ideal: Dictionary Skills # 2764-16 Multiple Meaning of Words 2. 5 skill sheets	4- 1. From Faraway Places, D.M. 237 B 2. Bicycles to Bomerangs p. 71 -72

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 08-04-05 Reads and uses the vocabulary for Level VIII	5- Write in the correct word to complete the sentence. We __climbed___ the steps to the the library. (climbed, card, climbs)	5- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read – O Game 6. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Write in the correct word to complete the sentence. We climbed the steps to the the library. (climbed, card, climbs)	5- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read — O Game 6. 6 skill sheets	5- 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word Wiggley Game 4. Rotten Apple Game 5. Concentration (e.g. Charlie Brown,Del Ma 6. Snoopy Vocabulary Game, Del Mar 7. Basic Goals in Spelling Book 4, Unit 35 8. Make a Match Game (Title I workshop)

LEVEL IX - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 09-04-01 Reads and uses the vocabulary for Level IX	1- Underline the correct word to complete the sentence. 1. The oxen was breaking ____________ the fence. a. mainly b. through c. complete	1- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 6 skill sheets
2- 09-04-02 **Reads a selection and assigns a symbol to any proper name as a replacement for reading that name.**	2- Read this poem and the same poem below it. Notice the second time the poem is written, symbols have been put in place of the names that may be hard for you to read. Boats that carry sugar And tobacco from Havana: Boats that carry coconuts And coffee from Brazil; Boats that carry cotton From the city of Savannah; Boats that carry anything From any place you will. Boats that carry sugar And tobacco from A; Boats that carry coconuts And coffee from B;	2- 1. 7 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Underline the correct word to complete the sentence. 1. The oxen was breaking ____________ the fence. a. mainly b. through c. complete	1- 1. Flash Cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets	1- 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Concentration (e.g. Charlie Brown,Del Mar) 4. Word-O 5. Snoopy Vocabulary game, Del Mar) 6. Word Wiggley 7. Make a Match Game (Title I Workshop)
2- Read this poem and the same poem below it. Notice the second time the poem is written, symbols have been put in place of the names that may be hard for you to read. Boats that carry sugar And tobacco from Havana: Boats that carry coconuts And coffee from Brazil; Boats that carry cotton From the city of Savannah; Boats that carry anything From any place you will. Boats that carry sugar And tobacco from A; Boats that carry coconuts And coffee from B;	2- 1. 7 skill sheets	2-

LEVEL IX Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2 continued 09-04-02	2 continued Boats that carry cotton From the city of C; Boats that carry anything From any place you will. Now answer these questions using the second poem for your answers. 1. Where does tobacco come from? A (Havana) 2. B (Brazil) produces coffee and coconuts. 3. The only city in the poem is C (Savannah) Now put the name in for the symbols. A - Havana B - Brazil C. Savannah Now go back to the questions and write the correct names in the ( ) beside the symbols.	2 continued

EXAMPLE

2 continued

Boats that carry cotton
From the city of C;
Boats that carry anything
From any place you will.-

Now answer these questions using the second poem for your answers.

1. Where does tobacco come from? A (Havana)
2. B (Brazil) produces coffee and coconuts.
3. The only city in the poem is C (Savannah)

Now put the name in for the symbols.

A - Havana

B - Brazil

C. Savannah

Now go back to the questions and write the correct names in the ( ) beside the symbols.

INSTRUCTION

2 continued

SUPPLEMENTAL

2 continued

LEVEL X - Vocabulary Development

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 10-04-01 Selects the meaning of a specific word when the meaning is inferred but not stated in the selection.	1- Put an X beside the correct meaning of the underlined word in the sentences below. 1. A child puts trust in his mother. ____ to hope or expect X to believe and have faith	1- 1. Random House Skill Pacers, Red # 14 2. 5 skill sheets
2- 10-04-02 Selects an antonym, synonym, or homonym as indicated, to complete a given sentence.	2- Write the correct word in the blank that is an antonym of the word underlined. 1. The surface of the table is rough. smooth a. bumpy b. smooth c. tall	2- 1. Milton Bradley- Antonym Pos cards 2. Melton Bradley- Homonym Pos cards 3. Milton Bradley- Synonym Pos cards 4. Instructo Activity Kit "Discovering Opposites" 5. Scholastic Ind. Reading "Reaching Beyond" worksheet M-6-15 6. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Put an X beside the correct meaning of the underlined word in the sentences below. 1. A child puts ___trust___ in his mother. ____ to hope or expect __X__ to believe and have faith	1- 1. Random House Skill Pacers, Red # 14 2. 5 skill sheets	1- 1. Trade Winds T.M. - T 73, T 95
2- Write the correct word in the blank that is an antonym of the word underlined. 1. The surface of the table is rough. ___smooth___ a. bumpy b. smooth c. tall	2- 1. Milton Bradley- Antonym Poster cards 2. Melton Bradley- Homonym Poster cards 3. Milton Bradley- Synonym Poster cards 4. Instructo Activity Kit "Discovering Opposites" 5. Scholastic Ind. Reading "Reaching Beyond" worksheet M-6-15 6. 5 skill sheets	2- 1. Concentration 2. Crossword Puzzle card Del Mar 3. Homonym Hunt card, Del Mar 4. Basic Goals in Spelling (Book 4 Unit 19) Book 3 Unit 27, 28 Book 5 Unit 31 5. Trade Winds wk.book p. 72, 117 6. SRA Reading Lab, IIa gold cards 2,7,12,17 Part C 7. SRA IIc;green 3,7,11 Part D- red 3,7,11 Part D 8. Trade Winds T.M. T 241- T 286-287

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 10-04-03 Reads and uses Vocabulary for Level X	3- Put an X on the word that completes the sentence. 1. She has many good ________________. [✓ a. qualities] b. accomplish c. process	3- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Put an X on the word that completes the sentence. 1. She has many good ________. [✓ a. qualities] b. accomplish c. process	3- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets	3- 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word Wiggley Game 4. Concentration 5. Word-O Game 6. Make a Match Game (Title I Workshop)

ILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
11-04-01 Reads and uses the Vocabulary for Level XI	1- Circle the right meaning for the word that is underlined. 1. a brilliant performance a. quick [✓ b. outstanding] c. good	1- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O 6. 4 skill sheets
2- 11-04-02 **Identifies the meaning of the underlined word when the meaning is implied but not stated in the selection.**	2- Circle the letter beside the word or words that best explain the meaning of the underlined word in the sentence. 1. Mrs. Wilson was a good cook so she prepared a beautiful cake for her son's birthday. a. bought c. got ready fo [✓ b.] made d. happily ate	2- 1. Random House Skill Pacers Blue #14 2. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
- Circle the right meaning for the word that is underlined. 1. a brilliant performance a. quick [✓ b. outstanding] c. good	1- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O 6. 4 skill sheets	1- 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word-O Game 4. Word Wiggley 5. Concentration 6. Make a Match Game (Title I Workshop)
2- Circle the letter beside the word or words that best explain the meaning of the underlined word in the sentence. 1. Mrs. Wilson was a good cook so she prepared a beautiful cake for her son's birthday. a. bought c. got ready fo [✓ b.] made d. happily ate	2- 1. Random House Skill Pacers Blue #14 2. 6 skill sheets	2- 1. Bicycles to Boomerangs p. 65 66, 67, 68, 69, 70

LEVEL XII - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 12-04-01 Identifies the meaning of homographs in particular contexts.	1- Write 1 or 2 in the blank space to answer the following question. 1. Which sentence has the homograph that means a gift? 2 1. May I present the President. 2. I have a present for the President.	1- 1. Milton Bradley- Homonym Post card 2. Ideal: Dictionary Skills Homographs wk.sheet 2764-18 Transparency - M 3. Random House Skill Pacers Blue # 14 4. 5 skill sheets
2- 12-04-02 Reads and uses the Vocabulary for Level XII	2- Circle one of the two definitions given for each of the words. Write a sentence using the meaning you chose. 1. Conclusion a. [✓ end] b. opinion We clapped at the conclusion of the show.	2- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
- Write 1 or 2 in the blank space to answer the following question. 1. Which sentence has the homograph that means a gift? 2 1. May I present the President. 2. I have a present for the President.	1- 1. Milton Bradley- Homonym Poster card 2. Ideal: Dictionary Skills Homographs wk.sheet 2764-18 Transparency - M 3. Random House Skill Pacers Blue # 14 4. 5 skill sheets	1- 1. Crossroads D.M. 23 2. Seven Seas D.M. 25 3. Trade Winds wk.book p. 80 D.M. 18 T.M. - T 81, T 157 T 281 4. Crossroads wk.book p. 81-96 TM T 297 5. From Codes to Captains p. 37-38
2- Circle one of the two definitions given for each of the words. Write a sentence using the meaning you chose. 1. Conclusion a. [✓ end] b. opinion We clapped at the conclusion of the show.	2- 1. Flash cards 2. Language master cards 3. Flash-X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets	2- 1. Picture or Word Dictionary 2. Scrambled Eggs Game 3. Word -O Game 4. Word Wiggley 5. Concentration 6. Make a Match Game (Title I workshop)

LEVEL XIII - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 13-04-01 Uses a thesaurus or dictionary to locate synonyms and antonyms for given words.	1- Use a dictionary to write a synonym for each of these words. 1. Handsome attractive	1- 1. Milton Bradley- Antonym Poster Cards 2. Milton Bradley- Synonym Poster Cards 3. 6 skill sheets
2- 13-04-02 Selects from word choices the definitions of specific words in a selection when the meanings are implied.	2- After the underlined words, write the number of the definition which best fits the underlined word. 1. John was so irate 4 when his brother broke his new bat that he punched him in the stomach. His brother retaliated 2 with a blow on John's chin. 1. joyful 2. hit back 3. ran away 4. angry	2- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Use a dictionary to write a synonym for each of these words. 1. Handsome attractive	1- 1. Milton Bradley- Antonym Poster Cards 2. Milton Bradley- Synonym Poster Cards 3. 6 skill sheets	1- 1. Synonym Concentration 2. Trade Winds workbook p. 72, 117 3. SRA II C olive 3,7,12 Part C , D blue 3,4,7,8,11,12 Part C brown 2,3,6,7,10,11 Part C green 1,5,9 Part D red 1,5,9 Part D 4. Trade WindsT.M. T354
2- After the underlined words write the number of the definition which best fits the underlined word. 1. John was so irate 4 when his brother broke his new bat that he punched him in the stomach. His brother retaliated 2 with a blow on John's chin. 1. joyful 2. hit back 3. ran away 4. angry	2- 1. 5 skill sheets	2- 1. From Codes to Captains p. 39-40 2. Trade Winds T.M. T 73, T 95 3 From Actors to Astronauts p. 25,26 27,28

LEVEL XIII - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 13-04-03 Uses context signal words as clues to meaning.	3- Read each sentence and underline the word that shows another thought is added (a signal word) 1. There were thirteen stars on the first flag because the Union had thirteen states.	3- 1. Random House Skill Pacers Red #2, Blue #3 2. 4 skill sheets
4- 13-04-04 Reads and uses the Vocabulary for Level XIII	4- Choose the correct word which best fits the sentence and write it on the line. 1. In some buildings steel poles are required to support the ceiling. support sharpen proclaim	4- 1. Flash cards 2. Language master cards 3. Flash X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read each sentence and underline the word that shows another thought is added (a signal word) 1. There were thirteen stars on the first flag because the Union had thirteen states.	3- 1. Random House Skill Pacers Red #2, Blue #3 2. 4 skill sheets	3- 1. Crossroads, DM 32 2. Seven Seas, DM 28
4- Choose the correct word which best fits the sentence and write it on the line. 1. In some buildings steel poles are required to support the ceiling. support sharpen proclaim	4- 1. Flash cards 2. Language master cards 3. Flash X, McGraw-Hill 4. Tachistoscope 5. Read-O Game 6. 5 skill sheets	4- 1. Picture or Word Dictionary 2. Scrambled Eggs Gam 3. Word-O Game 4. Concentration 5. Make a Match Game (Title I workshop)

LEVEL XIV - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 14-04-01 Writes the meaning of a specific word or phrase when the meaning is implied but not stated in the selection.	1- Write the implied meaning of the underlined words. 1. Our company is looking for qualified people to work for us. capable of doing	1- 1. Random House Skill Pacers Blue #14 2. 5 skill sheets
2- 14-04-02 Extends the use of a common word into new situations and attaches new meanings to it.	2- Write the meaning of the underlined word as it is used in the sentence. 1. When Jack's car ran out of gas, he was in a fix. in trouble	2- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write the implied meaning of the underlined words. 1. Our company is looking for qualified people to work for us. capable of doing	1- 1. Random House Skill Pacers Blue #14 2. 5 skill sheets	1- 1. From Codes to Captai p. 39-40 2. From Coins to Kings p.19, 83-84 3. Seven Seas TM T275 4. Trade Winds TM T359
2- Write the meaning of the underlined word as it is used in the sentence. 1. When Jack's car ran out of gas, he was in a fix. in trouble	2- 1. 5 skill sheets	2-

181 182

LEVEL XV - Vocabulary Development

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 15-04-01 Uses source books to locate origins and histories of words.	1- Look up the word dungaree in the dictionary. Answer the following questions. 1. In what country did this word originate? India 2. What was the original word? dugri	1- 1. Ideal: Dictionary Skills 2764- 21 , 22 Origin of Words (Worksheets 2. Ideal transparencies 2769 #8 chart P 3. 6 skill sheets
2- 15-04-02 Identifies the correct meaning for common words when these meanings are used in context.	2- Check the correct meaning of the underlined word in each sentence. 1. The room rang with merriment. ✓ sound loudly ____ cause bells to sound	2- 1. Random House Skills Pacers Blue #14 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Look up the word dungaree in the dictionary. Answer the following questions. 1. In what country did this word originate? India 2. What was the original word? dugri	1- 1. Ideal: Dictionary Skills 2764- 21 , 22 Origin of Words (Worksheets) 2. Ideal transparencies 2769 #8 chart P 3. 6 skill sheets	1- 1. Dictionary
2- Check the correct meaning of the underlined word in each sentence. 1. The room rang with merriment. ✓ sound loudly ___ cause bells to sound	2- 1. Random House Skills Pacers Blue #14 2. 5 skill sheets	2- 1. Trade Winds TM - T73, T95 2. From Coins to Kings p. 19, 83-84

LEVEL XV - Vocabulary Development

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 15-04-03 Decides whether a word in context is used with its common meaning or with its technical meaning.	3- Read each sentence. Put C after each sentence if the underlined word is used with its common meaning, and put T if the underlined word is used with its technical meaning. 1. The lawyer found evidence that was incident to the case. T	3- 1. 6 skill sheets
4- 15-04-04 Identifies the special fields in which common words acquire technical meanings.	4- Write the letter of the special fields in which the underlined common word acquired its technical meaning. a. medicine c. athletics b. music d. military a The vaccination did not take. b In what key is the song written.	4- 1. 5 skill sheets

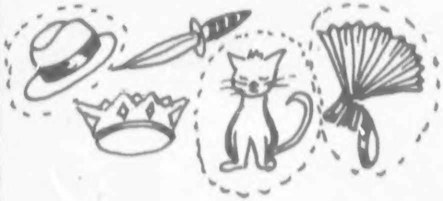
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read each sentence. Put C after each sentence if the underlined word is used with its common meaning, and put T if the underlined word is used with its technical meaning. 1. The lawyer found evidence that was incident to the case. T	3- 1. 6 skill sheets	3-
4- Write the letter of the special fields in which the underlined common word acquired its technical meaning. a. medicine c. athletics b. music d. military a The vaccination did not take. b In what key is the song written.	4- 1. 5 skill sheets	4-

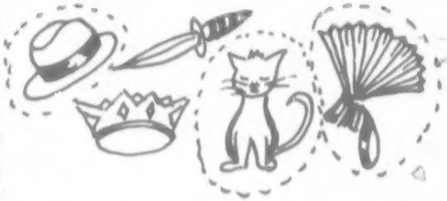
LEVEL XVI - Vocabulary Development

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 16-04-01 Choose the correct antonym for a particular context.	1- Circle the best antonym for the underlined word. 1. In ancient times books were not bound as they are today. [✓ recent] unused elderly	1- 1. Milton Bradley- Antonym Poste Cards 2. Instructo Activity Kit Discovering Opposites 3. Ideal Magic Cards #2712 Classification and Opposites 4. 5 skill sheets
2- 16-04-02 Identifies the multiple meanings of words by using the given words in sentences.	2- Write 3 sentences for the word in the box. 1. mutual 1. We have mutual friends. 2. The company's mutual insurance plan has high dividends. 3. It was through the mutual efforts of the schools that made the project successful.	2- 1. Ideal: Dictionary Skills # 2764-16 "Multiple Meani of Words" 2. 5 skill sheets

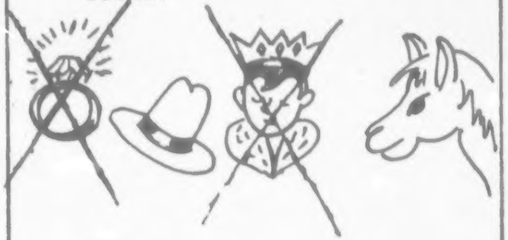
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle the best antonym for the underlined word. 1. In ancient times books were not bound as they are today. [✓ recent] unused elderly	1- 1. Milton Bradley- Antonym Poster Cards 2. Instructo Activity Kit Discovering Opposites 3. Ideal Magic Cards #2712 Classification and Opposites 4. 5 skill sheets	1- 1. Antonym Concentration 2. Seven Seas wk book p. 57 3. SRA II C green 2,6,10 Part D red 2,6,10 Part D 4. Trade Winds TM T329
2- Write 3 sentences for the word in the box. 1. mutual 1. We have mutual friends. 2. The company's mutual insurance plan has high dividends. 3. It was through the mutual efforts of the schools that made the project successful.	2- 1. Ideal: Dictionary Skills # 2764-16 "Multiple Meaning of Words" 2. 5 skill sheets	2- 1. Dictionary 2. Trade Winds workbook p. 12 3. From Actors to Astronauts p. 34-35

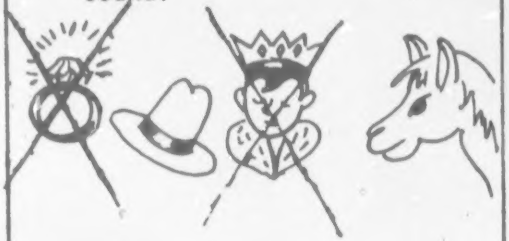
LEVEL III - Phonetic Analysis

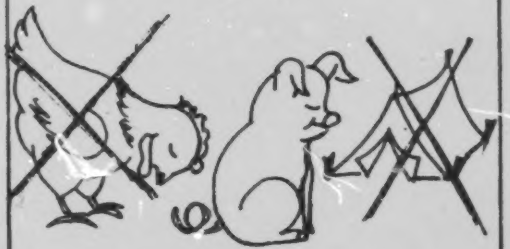
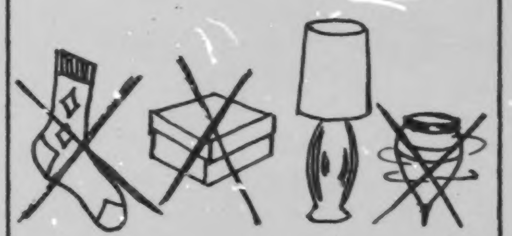
SKILL OBJECTIVE (13)	EXAMPLE	INSTRUCTION
1- 03-05-01 Recognizes a, e, i, o, u as vowels by circling them in a list of mixed vowel and consonant letters.	1- Circle the vowels. b a g h i k z e l m o r u t	1- 5 skill sheets
2- 03-05-02 Identifies the short sound of the vowel "a" by marking pictures which contain that sound.	2- Circle the pictures that have the short "a" sound. 	2- 1. Ideal Tape 2745-1 worksheet 2746-1 2. Ideal Tape 2815-1-1 worksheet 2816-1-1 3. Ideal Tape 2815-1-2 worksheet 2816-1-2 4. Ideal Transparency 2749 5. Ideal Chart 274 A 6. First Talking Alphabet Par record side 9, card 5 FTA master 6 7. 5 skill sheets

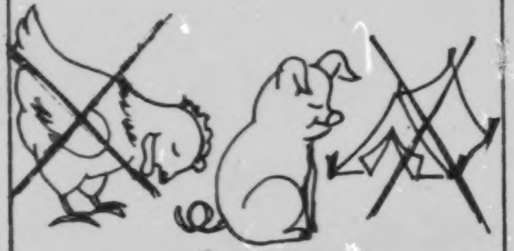
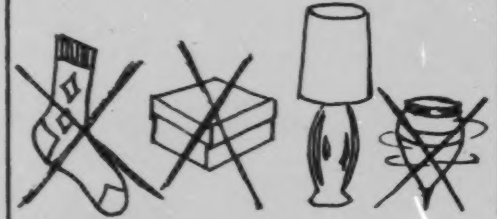
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle the vowels. b a g h i k z e l m o r u t	1- 5 skill sheets	1-
2- Circle the pictures that have the short "a" sound. 	2- 1. Ideal Tape 2745-1 worksheet 2746-1 2. Ideal Tape 2815-1-1 worksheet 2816-1-1 3. Ideal Tape 2815-1-2 worksheet 2816-1-2 4. Ideal Transparency 2749 5. Ideal Chart 274 A 6. First Talking Alphabet Part 2 record side 9, card 5 FTA master 6 7. 5 skill sheets	2-

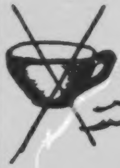
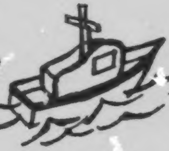
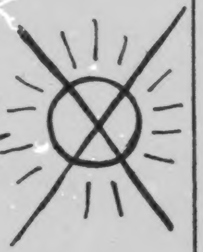
LEVEL III - Phonetic Analysis

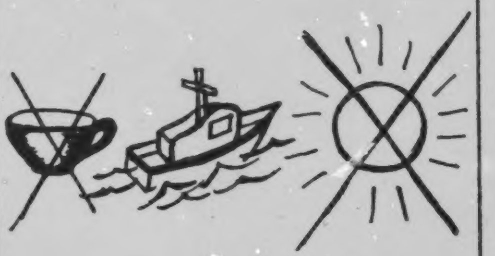
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 03-05-03 Identifies the short sound of the vowel "i" by marking pictures which contain that sound.	3- Put an X on the pictures that have the short "i" sound. 	3- 1. Ideal Tape 2745-5 worksheet 2746-5-2 2. Ideal Tape 2815-3-1 worksheet 2816-3-1 3. Ideal Tape 2815-3-2 worksheet 2816-3-2 4. Ideal Transparency 2749-3 5. Ideal Chart 274 E 6. First Talking Alphabet Pa record side 27, Card 17 FTA master 26 7. 5 skill sheets
4- 03-05-04 Writes the vowel sound ("a" or "i") in a dictates three letter word. (Short a - short i)	4- Write the vowel you hear. 1. hit 1. i 2. sat 2. a 3. bat 3. a 4. sit 4. i 5. cat 5. a	4- 1. Ideal Tape 2745-10 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3. Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Chart 274 J 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Put an X on the pictures that have the short "i" sound. 	3- 1. Ideal Tape 2745-5 worksheet 2746-5-2 2. Ideal Tape 2815-3-1 worksheet 2816-3-1 3. Ideal Tape 2815-3-2 worksheet 2816-3-2 4. Ideal Transparency 2749-3 5. Ideal Chart 274 E 6. First Talking Alphabet Part 2 record side 27, Card 17 FTA master 26 7. 5 skill sheets	3-
4- Write the vowel you hear. 1. hit 1. i 2. sat 2. a 3. bat 3. a 4. sit 4. i 5. cat 5. a	4- 1. Ideal Tape 2745-10 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3. Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Chart 274 J 5. 5 skill sheets	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 03-05-05 Identifies the short sound of the vowel "e" by marking pictures which contain that sound.	5- Put an X on each picture with the short sound of "e". 	5- 1. Ideal Tape 2745-8-2 worksheets 2746-8-2 2. Ideal Tape 2815-4-1 worksheets 2816-4-1 3. Ideal Tape 2815-4-2 worksheets 2816-4-2 4. Ideal Transparency 2749-4 5. Ideal Chart 274 H 6. First Talking Alphabet Part record side 18, card 11 FTA master 15 7. 5 skill sheets
6- 03-05-06 Identifies the short sound of the vowel "o" by marking pictures which contain that sound.	6- Put an X on the pictures that have a short "o" sound. 	6- 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-2-1 worksheet 2816-2-1 3. Ideal Tape 2815-2-2 worksheet 2816-2-2 4. Ideal Transparency 2749-2 5. Ideal Chart 274 -C,D 6. First Talking Alphabet Part record side 36, card 23 FTA master 35 7. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Put an X on each picture with the short sound of "e". 	5- 1. Ideal Tape 2745-8-2 worksheets 2746-8-2 2. Ideal Tape 2815-4-1 worksheets 2816-4-1 3. Ideal Tape 2815-4-2 worksheets 2816-4-2 4. Ideal Transparency 2749-4 5. Ideal Chart 274 H 6. First Talking Alphabet Part 2 record side 18, card 11 FTA master 15 7. 5 skill sheets	5-
6- Put an X on the pictures that have a short "o" sound. 	6- 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-2-1 worksheet 2816-2-1 3. Ideal Tape 2815-2-2 worksheet 2816-2-2 4. Ideal Transparency 2749-2 5. Ideal Chart 274 -C,D 6. First Talking Alphabet Part 2 record side 36, card 23 FTA master 35 7. 5 skill sheets	6-

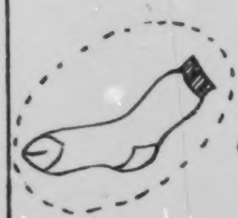
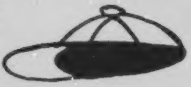
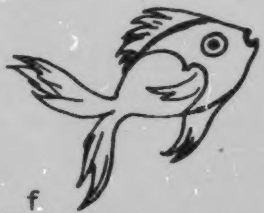
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 03-05-07 Identifies the short sound of the vowel "u" by marking pictures which contain that sound.	7- Put an X on the pictures that have a short "u" sound. 	7- 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-5-1 worksheet 2816-5-1 3. Ideal Tape 2815-5-2 worksheet 2816-5-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 I 6. First Talking Alphabet Part record side 45, Card 29 FTA master 46 7. 5 skill sheets
8- 03-05-08 Writes the five short vowel sounds in dictated three letter words (CVC) when the consonants are written.	8- Write the vowel sounds you hear in these words. cot, sit, ped, rut, tag 1. o 2. i 3. e 4. u 5. a	8- 1. Ideal Tape 2745-10-2 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3. Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 - J 6. Ideal Vowel Peg Board 7. Ideal Magic Cards 2742 8. Lyons Carnahan Spelling Gam Kit A: Lucky Duck, Patch Ma Scat Cat, Kit B: Spin and Win, Glad L Stick To It, Spell I Kit C: Crossover Kit D: Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams Baffle

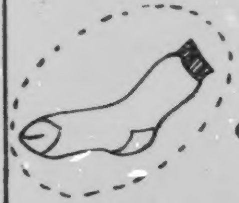
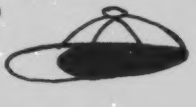
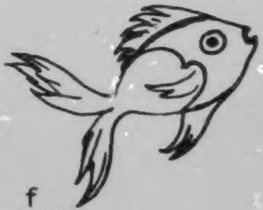
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	7- Put an X on the pictures that have a short "u" sound. 	7- 1. Ideal Tape 2745-9-2 worksheet 2746-9-2 2. Ideal Tape 2815-5-1 worksheet 2816-5-1 3. Ideal Tape 2815-5-2 worksheet 2816-5-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 I 6. First Talking Alphabet Part 2 record side 45, Card 29 FTA master 46 7. 5 skill sheets	7-
	8- Write the vowel sounds you hear in these words. cot, sit, ped, rut, tag 1. o 2. i 3. e 4. u 5. a	8- 1. Ideal Tape 2745-10-2 worksheet 2746-10-2 2. Ideal Tape 2815-6-1 worksheet 2816-6-1 3 Ideal Tape 2815-6-2 worksheet 2816-6-2 4. Ideal Transparency 2749-5 5. Ideal Chart 274 - J 6. Ideal Vowel Peg Board 7. Ideal Magic Cards 2742 8. Lyons Carnahan Spelling Games Kit A: Lucky Duck, Patch Match, Scat Cat, Kit B: Spin and Win, Glad Lad, Stick To It, Spell It Kit C: Crossover Kit D: Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams, Baffle	8-

LEVEL III Phonetic Analysis

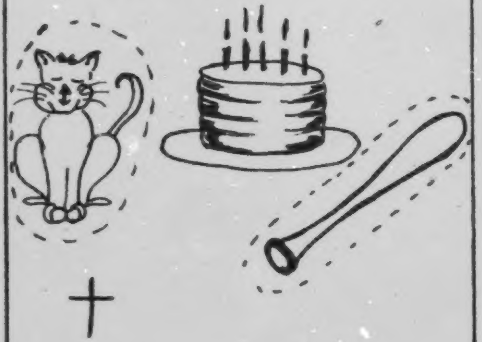
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
8- cont.	8-	8- 9. Lyons Carnahan Phonics Kit: Vowel Dominoes 10. Ginn *Sounds We Use*, Vowel Sounds, Filmstrip #11 11. 5 skill sheets	8

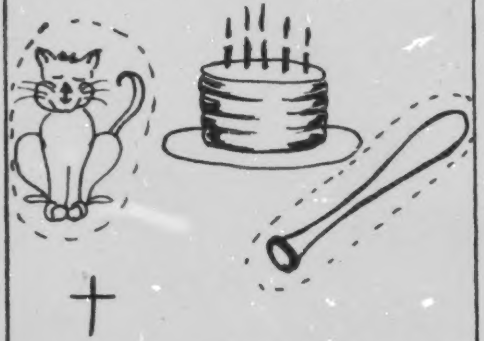
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
8-	8- 9. Lyons Carnahan Phonics Kit: Vowel Dominoes 10. Ginn Sounds We Use, Vowel Sounds, Filmstrip #11 11. 5 skill sheets	8-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 03-05-09 Identifies the initial consonants by selecting the correct letter for a given picture or selecting the correct picture for a given letter.	9- Circle the picture that starts with the sound of the letter "s". 	9- 1. Lyons Carnahan Phonics Games Spin-A-Sound, Old Itch 2. Lyons Carnahan Spelling Game Kit A Snail Trail Kit B Fat Cat 3. Ideal Magic Cards 272-2 4. Ideal Consonant Pictures for Peg Board 272 - 1 5. 5 skill sheets
10- 03-05-10 Writes the letter that names the beginning sound for a picture or a word.	10- Write the letter that you hear at the beginning of the name of the picture.  f	10- 1. Ideal Magic Cards 2. Use the same games listed fo 03-05-09 to reinforce the sk 3. 5 skill sheets

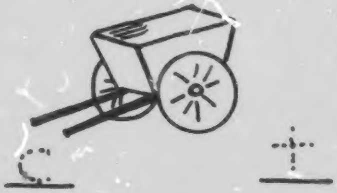
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Circle the picture that starts with the sound of the letter "s".  	9- 1. Lyons Carnahan Phonics Games: Spin-A-Sound, Old Itch 2. Lyons Carnahan Spelling Games: Kit A Snail Trail Kit B Fat Cat 3. Ideal Magic Cards 272-2 4. Ideal Consonant Pictures for Peg Board 272 - 1 5. 5 skill sheets	9- 1. Ideal Tapes 2725 (Order by letter) 2. Ideal Charts, 272-A- 3. First Talking Alphabe Part 1(order by lette 4. Listen and Do Records with w/sheets (order by letter)
10- Write the letter that you hear at the beginning of the name of the picture.  f	10- 1. Ideal Magic Cards 2. Use the same games listed for 03-05-09 to reinforce the skil 3. 5 skill sheets	10-

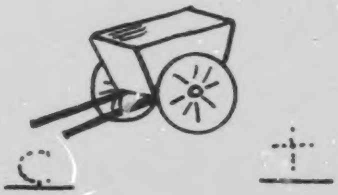
LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
11- 03-05-11 Identifies the final consonants by selecting the correct letter for a given picture or selecting the correct picture for a given letter.	11- Circle the pictures which end with the sound the letter makes. 	11- 1. Use the same games listed for 03-05-09 to reinforce the skill. 2. Lyons Carnahan Phonics Kit Bingobang ✓ 3. 5 skill sheets
12- 03-05-12 Writes the letter that names the ending sound for a picture or word.	12- Write the letter you hear at the end of each word. dog g hat t cup p bus s him m	12- 1. Use the same games listed for 03-05-09 to reinforce this skill 2. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
n- e ven e	11- Circle the pictures which end with the sound the letter makes. 	11- 1. Use the same games listed for 03-05-09 to reinforce the skill. 2. Lyons Carnahan Phonics Kit: Bingobang 3. 5 skill sheets	11- 1. See skill objecti 03-05-09
	12- Write the letter you hear at the end of each word. dog g hat t cup p bus s him m	12- 1. Use the same games listed for 03-05-09 to reinforce this skill 2. 5 skill sheets	12-

LEVEL III - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
13- 03-05-13 Identifies both initial and final consonants by selecting the correct picture for given letters or the correct letters for a given picture.	13- Say the name of the picture Print the beginning and ending letters. 	13- 1. Use the same games listed for 03-05-09 to reinforce this skill. 2. Magic Cards (Order by let 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
13- Say the name of the picture. Print the beginning and ending letters. 	13- 1. Use the same games listed for 03-05-09 to reinforce this skill. 2. Magic Cards (Order by letter) 3. 5 skill sheets	13-

LEVEL IV - Phonetic Analysis

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION
1- 04-05-01 Decodes unfamiliar three letter words using short "a" and "i" by blending the letters.	1- "Read the following nonsense words orally." sab fim naf tig	1- 1. Phonogram cards. 2. 5 skill sheets
2- 04-05-02 Writes unfamiliar three letter words when dictated using short vowels, "a" and "i".	2- 2. Teacher dictates the following words. 1. tat 2. fad 3. bib 4. cad 5. dig	2- 2. 1. Ideal Tape 2815 1-1 worksheet 2816 1-1 2. Ideal Tape 2815 3-1 worksheet 2816 3-1 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Read the following nonsense words orally." sab fim naf tig	1- 1. Phonogram cards. 2. 5 skill sheets	1- 1. Sullivan Teacher's Manual, Book 1. (Revised pg. 30.)
2- 2. Teacher dictates the following words. 1. tat 2. fad 3. bib 4. cad 5. dig	2- 2. 1. Ideal Tape 2815 1-1 worksheet 2816 1-1 2. Ideal Tape 2815 3-1 worksheet 2816 3-1 3. 5 skill sheets	2-

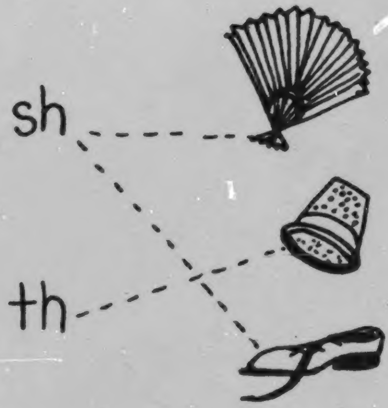
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 04-05-03 **Decodes unfamiliar three letter words using short e, u, and o, by blending the letters.**	3- Sound out these nonsense words. neb, lub, lob,	3- 1. Lyons Carnahan Spelling Game Kit A: Patch Match, Scat Cat Spin and Win. Kit B: Glad Lad, Stick To It Spellit 2. SRA Word Game #7 3. Kenworthy-Phonic Rummy Set A 4. 5 skill sheets
4- 04-05-04 **Writes unfamiliar three letter words when dictated using short vowels, e,o,u.**	4- Write the following words as I say them: cug, lem, mot, nog.	4- 1. e- Ideal Tape 2815-4-1 worksheet 2816-4-1 2. o- Ideal Tape 2815-2-1 worksheet 2816-2-1 3. u- Ideal Tape 2815-5-1 worksheet 2816-5-1 4. 5 skill sheets

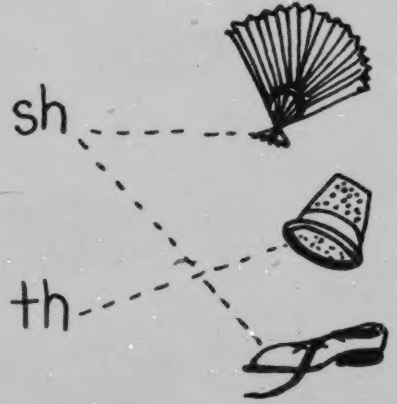
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Sound out these nonsense words. neb, lub, lob,	3- 1. Lyons Carnahan Spelling Games Kit A: Patch Match, Scat Cat, Spin and Win. Kit B: Glad Lad, Stick To It, Spellit 2. SRA Word Game #7 3. Kenworthy-Phonic Rummy Set A 4. 5 skill sheets	3- 1. Linguistic Blocks See Teacher's Resource Book of Exercises, pgs. 16,17, 19, 21. Scott Foresman, Co.
4- Write the following words as I say them: cug, lem, mot, nog.	4- 1. e- Ideal Tape 2815-4-1 worksheet 2816-4-1 2. o- Ideal Tape 2815-2-1 worksheet 2816-2-1 3. u- Ideal Tape 2815-5-1 worksheet 2816-5-1 4. 5 skill sheets	4-

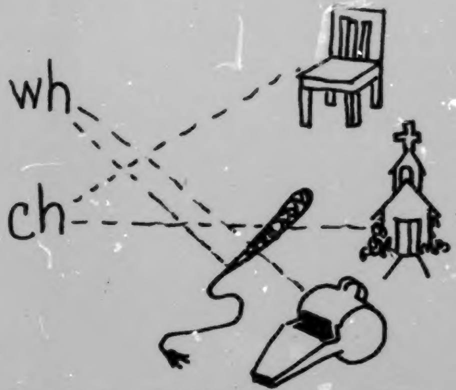
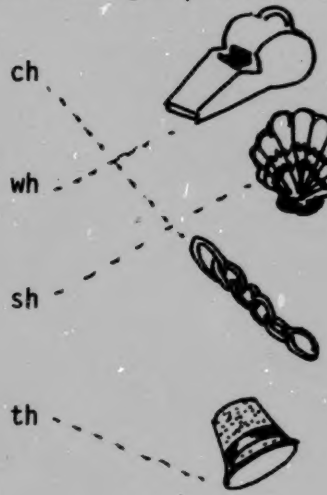
07

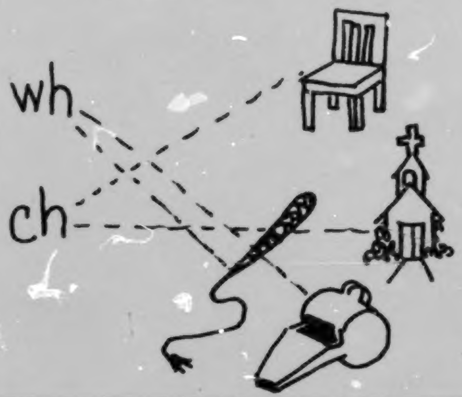
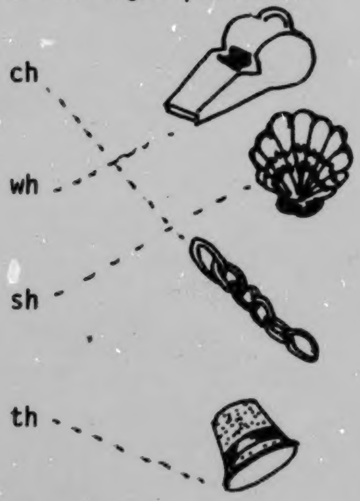
208

LEVEL IV - Phonetic Analysis

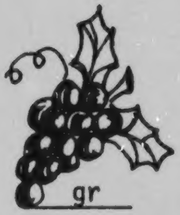
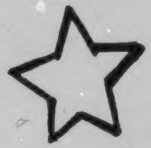
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 04-05-05 Writes unfamiliar three letter words (CVC), which contain the five short vowel sounds, when dictated from a list.	5- Write the words: cog, sub, lid, tat, teb	5- 1. Ideal Tape 2815-6-1 worksheet 2816-6-1 2. Ideal Tape 2815-6-2 worksheet 2816-6-2 3. 5 skill sheets
6- 04-05-06 Matches initial consonant digraphs (sh, th) to pictures.	6- Draw lines from the letters to the pictures. 	6- 1. sh- Ideal Tape 2735-4 worksheet 2736-4-1 2. th- Ideal Tape 2735-5 worksheet 2736-5-1 Ideal chart 273 D Ideal Transparency 2739-2 3. sh- First Talking Alphabet Part I record side 33, card 33 FTA masters 52,53 4. th- First Talking Alphabet Part I record side 35, card 35 FTA masters 55,56 5. 5 skill sheets

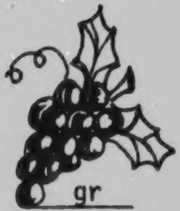
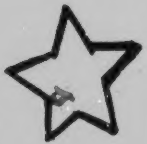
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	5- Write the words: cog, sub, lid, tat, teb	5- 1. Ideal Tape 2815-6-1 worksheet 2816-6-1 2. Ideal Tape 2815-6-2 worksheet 2816-6-2 3. 5 skill sheets	5-
	6- Draw lines from the letters to the pictures. 	6- 1. sh- Ideal Tape 2735-4 worksheet 2736-4-1 2. th- Ideal Tape 2735-5 worksheet 2736-5-1 Ideal chart 273 D Ideal Transparency 2739-2 3. sh- First Talking Alphabet Part I record side 33, card 33 FTA masters 52,53 4. th- First Talking Alphabet Part I record side 35, card 35 FTA masters 55,56 5. 5 skill sheets	6-

SKILL ANALYSIS	EXAMPLE	INSTRUCTION
7- 04-05-07 Matches initial consonant digraphs (ch, wh) to pictures.	7- Draw lines from the letters to the pictures. 	7- 1. ch- Ideal Tape 2735-4 worksheet 2736-4-2 2. wh- Ideal Tape 2735-3 worksheet 2736-3-2 3. Ideal Chart 273 D 4. Ideal Transparency 2739 -3 5. ch- First Talking Alphabet Part 1 record side 31, card 31 FTA masters 49, 50 6. 5 skill sheets
8- 04-05-08 Matches initial consonant digraphs (ch, sh, the, wh) by drawing lines to the pictures.	8- Draw a line from the letters to the right pictures. 	8- 1. SRA Word Games 8, 9(purple) 2. Lyons Carnahan Phonics Kit: Digraph Whirl 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Draw lines from the letters to the pictures.  	7- 1. ch- Ideal Tape 2735-4 worksheet 2736-4-2 2. wh- Ideal Tape 2735-3 worksheet 2736-3-2 3. Ideal Chart 273 D 4. Ideal Transparency 2739 -3 5. ch- First Talking Alphabet Part 1 record side 31, card 31 FTA masters 49, 50 6. 5 skill sheets	7-
8- Draw a line from the letters to the right pictures.  	8- 1. SRA Word Games 8, 9(purple) 2. Lyons Carnahan Phonics Kit: Digraph Whirl 3. 5 skill sheets	8-

LEVEL IV - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 04-05-09 Writes the initial consonant digraph (sh, th, wh, ch) as words are dictated.	9- Write the first two letters that makes the beginning sound you hear in these words: choose think, whistle, show 1. ch 2. th 3. wh 4. sh	9- 1. 5 skill sheets
10- 04-05-10 Matches initial two letter consonant blends to pictures on a worksheet. (br, cr, dr, fr, gr, pr, sr, tr, bl, cl, gl, pl, sl, sp, st, sw, sm, sn, sc, sk)	10- Look at the picture in each box. Write the first two letters of its name. Choose from these letters: bl, br, fl, gr, st, fl  gr  st	10- 1. br, gr, cr Ideal Tape 2735-1 worksheet 2736-1-1 2. tr, dr, fr, pr Ideal Tape 2735-1 worksheet 2736-1-2 3. bl, cl, fl Ideal Tape 2735-2 worksheet 2736-2-1 4. gl, pl, sl Ideal Tape 2735-2 worksheet 2736-2-2 5. Ideal Charts 273 A, B, C 6. Ideal Transparencies 2739- 7. Lyons Carnahan Phonics Kit Blends Race 8. Lyons Carnahan Spelling Ga Kit B: Fat Cat Kit C: Start Smart, Ship S

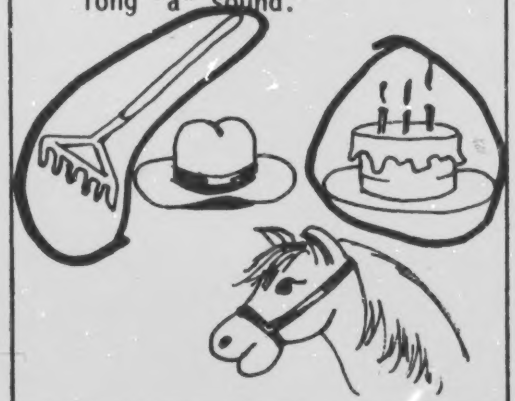
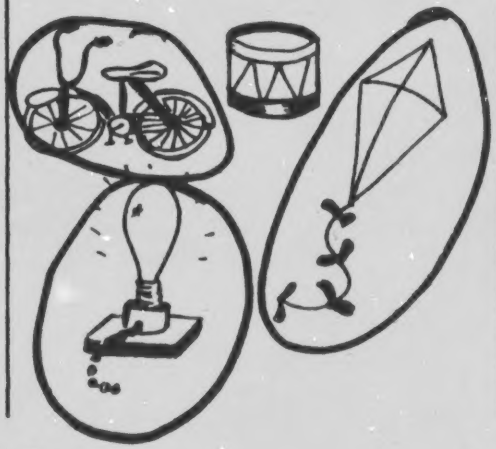
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Write the first two letters that makes the beginning sound you hear in these words: choose think, whistle, show 1. ch 2. th 3. wh 4. sh	9- 1. 5 skill sheets	9-
10- Look at the picture in each box. Write the first two letters of its name. Choose from these letters: bl, br, fl, gr, st, fl  gr  st	10- 1. br, gr, cr Ideal Tape 2735-1 worksheet 2736-1-1 2. tr, dr, fr, pr Ideal Tape 2735-1 worksheet 2736-1-2 3. bl, cl, fl Ideal Tape 2735-2 worksheet 2736-2-1 4. gl, pl, sl Ideal Tape 2735-2 worksheet 2736-2-2 5. Ideal Charts 273 A, B, C 6. Ideal Transparencies 2739-1, 2 7. Lyons Carnahan Phonics Kit: Blends Race 8. Lyons Carnahan Spelling Games: Kit B: Fat Cat Kit C: Start Smart, Ship Shape	10-

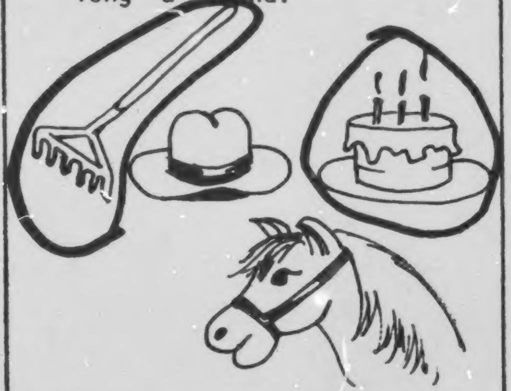
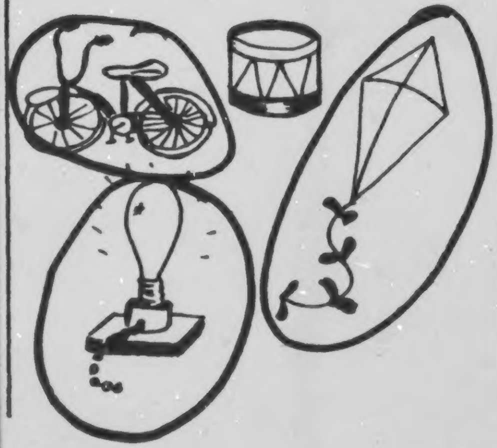
LEVEL IV Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
10.(cont.)	10-	10- 8. (cont.) Kit D: Listen, Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams, Baffle 9. SRA Word Games 11, 12, 13, 14 (orange) 10. Milton Bradley- Quizmo 11. 5 skill sheets
11 04-05-11 Decodes familiar short vowel phonograms by substituting beginning consonants and consonant blends to make known words.	11- Make three words from this phonogram by using these letters: w t m p _____ an _____ an _____ an	11- 1. Flip charts 2. Make A Word Game 3. SRA Word Games 15, 16 (olive) 4. Word Family Game 5. 5 skill sheets

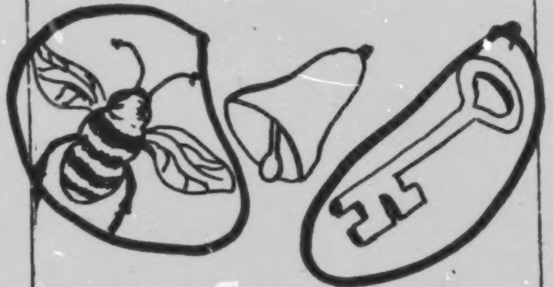
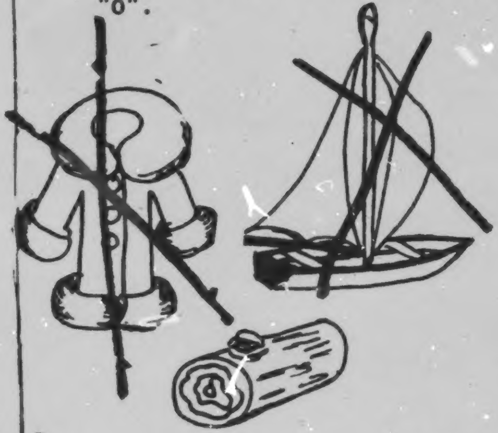
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
10-	10- 8. (cont.) Kit D: Listen, Criss Cross, Cross Country Kit E: Cagey, Spell-o-grams, Baffle 9. SRA Word Games 11, 12, 13, 14 (orange) 10. Milton Bradley- Quizmo 11. 5 skill sheets	10-
11- Make three words from this phonogram by using these letters: w t m p _____ an _____ an _____ an	11- 1. Flip charts 2. Make A Word Game 3. SRA Word Games 15, 16 (olive) 4. Word Family Game 5. 5 skill sheets	11-

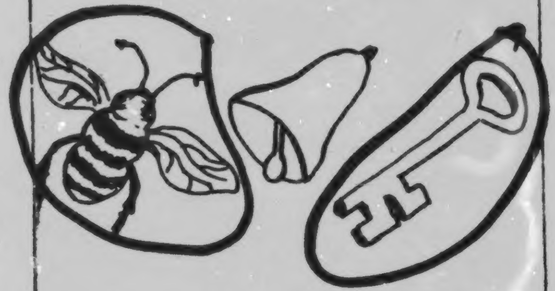
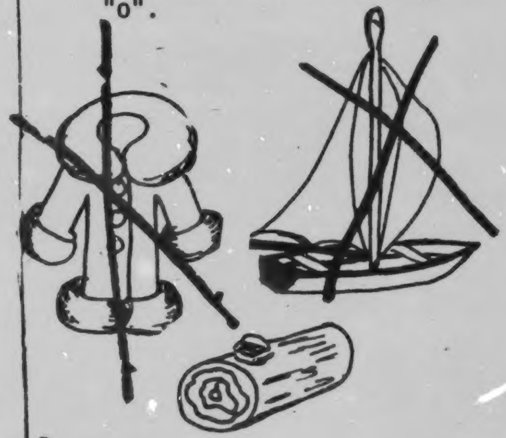
LEVEL V - Phonetic Analysis

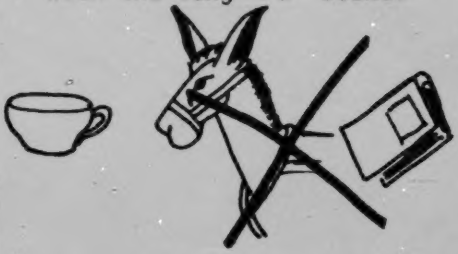
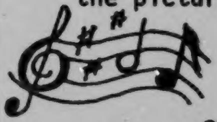
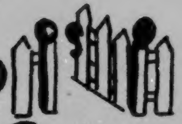
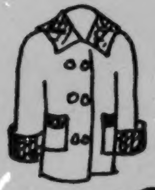
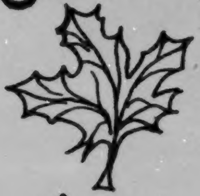
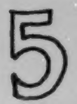
SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
1- 05-05-01 Identifies the long sound of the vowel "a" by marking pictures which contain that sound.	1- Circle the pictures with the long "a" sound. 	1- 1. Ideal Tape 2745-1 worksheet 2746-1-1 2. Ideal Chart 274 A 3. Ideal Transparency 2749 - 4. 5 skill sheets
2- 05-05-02 Identifies the long sound of the vowel "i' by marking pictures which contain that sound.	2- Circle the pictures with the long " i " sound. 	2- 1. Ideal Tape 2745 - 5 worksheet 2746-5-1 2. Ideal Chart 274 E 3. Ideal Transparency 2749 - 4. 5 skill sheets

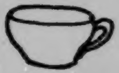
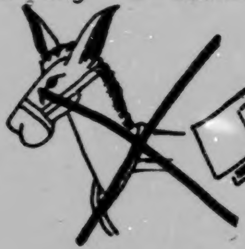
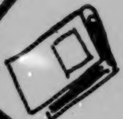
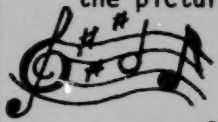
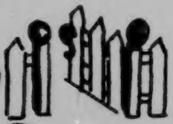
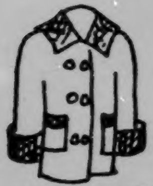
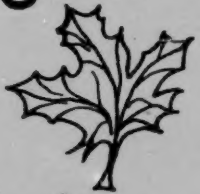
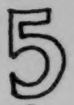
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle the pictures with the long "a" sound. 	1- 1. Ideal Tape 2745-1 worksheet 2746-1-1 2. Ideal Chart 274 A 3. Ideal Transparency 2749 -1 4. 5 skill sheets	1-
2- Circle the pictures with the long " i " sound. 	2- 1. Ideal Tape 2745 - 5 worksheet 2746-5-1 2. Ideal Chart 274 E 3. Ideal Transparency 2749 - 3 4. 5 skill sheets	2-

LEVEL V - Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 05-05-03 Identifies the long sound of the vowel "e" by marking pictures which contain that sound.	3- Circle the pictures that have the long " e " sound. 	3- 1. Ideal Tape 2748 - 8 worksheet 2746 -8-1 2. Ideal Chart 274 H 3. Ideal Transparency 2749 4. 5 skill sheets
4- 05-05-04 Given a set of pictures, identifies the long sound of the vowel "o" by marking pictures which contain that sound.	4- Mark with an X the pictures that have the long sound of "o". 	4- 1. Ideal Tape 2745-3 worksheet 2746-3-1 2. Ideal Chart 274-D 3. Ideal Transparency 2749 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the pictures that have the long " e " sound. 	3- 1. Ideal Tape 2748 - 8 worksheet 2746 -8-1 2. Ideal Chart 274 H 3. Ideal Transparency 2749-4 4. 5 skill sheets	3-
4- Mark with an X the pictures that have the long sound of "o". 	4- 1. Ideal Tape 2745-3 worksheet 2746-3-1 2. Ideal Chart 274-D 3. Ideal Transparency 2749-2 4. 5 skill sheets	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 05-05-05 Identifies the long sound of the vowel "u" (as in use) by marking pictures which contain that sound.	5- Mark with an X the picture with the long " u" sound. 	5- 1. Ideal Tape 2745-9 worksheet 2746-9-1 2. Ideal Chart 2741 3. Ideal Transparency 2749-5 4. 5 skill sheets
6- 05-05-06 Can identify the long vowel sounds by marking the correct letter that corresponds with the picture.	6- Circle the vowel sound you hear in the name of the picture.  a-e-i-o-[✓ u]  [✓ a]-e-i-o-u  a-e-i-[✓ o]-u  a-[✓ e]-i-o-u  a-e-[✓ i]-o-u	6- 1. Ideal Tape 2745-10 worksheet 2746-10-1 2. SRA word games #10 (silver) 3. SRA word games #32,33,34(gr 4. Lyons Carnahan Spelling Gam Kit B-Stick To It Kit C- Mice Twice, Cross Ov Kit D- Criss Cross, Up and Down, Cross Country Kit E- Match, Cagey, Spell-o grams, Baffle 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Mark with an X the picture with the long " u" sound.   	5- 1. Ideal Tape 2745-9 worksheet 2746-9-1 2. Ideal Chart 2741 3. Ideal Transparency 2749-5 4. 5 skill sheets	5-
6- Circle the vowel sound you hear in the name of the picture.  a-e-i-o-[✓ u]  [✓ a]-e-i-o-u  a-e-i-[✓ o]-u  a-[✓ e]-i-o-u  a-e-[✓ i]-o-u	6- 1. Ideal Tape 2745-10 worksheet 2746-10-1 2. SRA word games #10 (silver) 3. SRA word games #32,33,34(green) 4. Lyons Carnahan Spelling Games Kit B-Stick To It Kit C- Mice Twice, Cross Over Kit D- Criss Cross, Up and Down, Cross Country Kit E- Match, Cagey, Spell-o-grams, Baffle 5. 5 skill sheets	6-

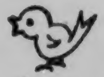
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 05-05-07 Given a list of words, identifies the consonant- vowel- consonant- vowel pattern.	7- Circle the words with the silent "e". [✓ make] nest [✓ came] farm look tell [✓ time] [✓ home]	7- 1. ā - Ideal Tape 2745-2 worksheet 2746-2-1 2. ō - Ideal Tape 2745-4 worksheet 2746-4-1 3. ī - Ideal Tape 2745-6 worksheet 2746-6-1 4. Ideal Tape 2815-9 worksheet 2816-9-2 5. First Talking Alphabet,Part 2 a- record side 9, Card 5 FTA master 6 record side 10,Card6, FTA mas record sides 11, 12, card 7 FTA masters 8,9, 6. i- First Talking Alphabet Par record sides 29,30, card 19 FTA masters 28,29 7. o- First Talking Alphabet Par record sides 38,39, card 25 FTA masters 37,38 8. u- First Talking Alphabet Par record sides 47,48, card 31 FTA masters 46,47 9. Instructor - Vowels and Vowel Digraph #621 10. Kenworthy Phonic Rummy, Set B (Brown cards) 11. Dolch-Group Sounding Game, Se 12. 5 skill sheets
8- Given a list of words that contain vowel digraphs, identifies the letters that make one sound.	8- Circle the letters that make one sound. b[✓ oa]t n[✓ ai]l	8- 1. ā - Ideal Tape 2745-2 worksheet 2746-2-2 2. ō - Ideal Tape 2745-4 worksheet 2746-4-2 3. ā clues - Ideal Tape 2815-7- worksheet 2816-7-2

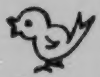
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Circle the words with the silent "e". [✓ make] nest [✓ came] farm look tell [✓ time] [✓ home]	7- 1. ā - Ideal Tape 2745-2 worksheet 2746-2-1 2. ō - Ideal Tape 2745-4 worksheet 2746-4-1 3. ī - Ideal Tape 2745-6 worksheet 2746-6-1 4. Ideal Tape 2815-9 worksheet 2816-9-2 5. First Talking Alphabet,Part 2 a- record side 9, Card 5 FTA master 6 record side 10,Card6, FTA master 7 record sides 11, 12, card 7 FTA masters 8,9, 6. i- First Talking Alphabet Part 2 record sides 29,30, card 19 FTA masters 28,29 7. o- First Talking Alphabet Part 2 record sides 38,39, card 25 FTA masters 37,38 8. u- First Talking Alphabet Part 2 record sides 47,48, card 31 FTA masters 46,47 9. Instructor - Vowels and Vowel Digraph #621 10. Kenworthy Phonic Rummy, Set B (Brown cards) 11. Dolch-Group Sounding Game, Set G 12. 5 skill sheets	7-
8- Circle the letters that make one sound. b[✓ oa]t n[✓ ai]l	8- 1. ā - Ideal Tape 2745-2 worksheet 2746-2-2 2. ō - Ideal Tape 2745-4 worksheet 2746-4-2 3. ā clues - Ideal Tape 2815-7-2 worksheet 2816-7-2	8-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
8- (cont.)	8-	8- 4. ō clues- Ideal Tape 2815-8-1 worksheet 2816-8-1 5. ī clues- Ideal Tape 2815-8-2 worksheet 2816-8-2 6. e-u clues- Ideal Tape 2815-9- worksheet 2816-9-11 7. ee - First Talking Alphabet Part 2 record side 18, card 11, record side 19, card 12 FTA masters 15,16 8. ē First Talking Alphabet Part 2 record side 20,21, card 13, FTA masters 17,18,19 9. Instructor - Vowels and Vowel Digraphs #621 10. Kenworthy- Phonic Rummy, Sets B,C (blue cards) 11. Dolch-Group Sounding Game, Set G 12. Lyons Carnahan Phonics Kit: Vowel Dominoes, Full House, 13. 5 skill sheets
9- 05-05-09 Writes words by filling each space with a vowel digraph	9- b e a t b e e t	9- 1. Ideal Tape 2815-10 worksheet 2816-10-1 2. Ideal Tape 2815 -10 worksheet 2816-10-2 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
8-	8- 4. ō clues- Ideal Tape 2815-8-1 worksheet 2816-8-1 5. ī clues- Ideal Tape 2815-8-2 worksheet 2816-8-2 6. e-u clues- Ideal Tape 2815-9-11 worksheet 2816-9-11 7. ee - First Talking Alphabet Part 2 record side 18, card 11, record side 19, card 12 FTA masters 15,16 8. ē First Talking Alphabet Part 2 record side 20,21, card 13, FTA masters 17,18,19 9. Instructor - Vowels and Vowel Digraphs #621 10. Kenworthy- Phonic Rummy, Sets B,C (blue cards) 11. Dolch-Group Sounding Game, Set G 12. Lyons Carnahan Phonics Kit: Vowel Dominoes, Full House, 13. 5 skill sheets	8-
9- beat beet	9- 1. Ideal Tape 2815-10 worksheet 2816-10-1 2. Ideal Tape 2815 -10 worksheet 2816-10-2 3. 5 skill sheets	9-

LEVEL V Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
10- 05-05-10 Identifies the correct variant vowel sounds by circling ar, ir, ur, er, or, as listed below a picture on a worksheet.	10- Write the two letters that you hear in the name of the picture.  b i r d ar or ir	10- 1. Ideal Tape 2805-7 worksheet 2806-7-1 2. Ideal Chart 2799-6 3. ar-First Talking Alphabet Part 2 record side 13, card 8 FTA master 10 record sides 14,15, card 9 FTA masters 11, 12 record sides 16, 17 card 10 FTA masters 13, 14 4. er- First Talking Alphabet Part 2 record side 22, card 14 FTA master 20 record sides 23,24,card 15 FTA masters 21, 22 record sides 25,26, card 16 FTA masters 23,24,25 5. ir-First Talking Alphabet Part 2 record side 31, card 20 FTA master 30 record sides 32,33, card 21 FTA masters 31,32 record sides 34,35, card 22 FTA masters 33,34 6. or- First Talking Alphabet Part 2 record side 40, card 26 FTA master 39 record sides 41,42, card 27 FTA masters 40,41 record sides 43,44, card 28 FTA masters 42,43

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
10- Write the two letters that you hear in the name of the picture.  b i r d ar or ir	10- 1. Ideal Tape 2805-7 worksheet 2806-7-1 2. Ideal Chart 2799-6 3. ar-First Talking Alphabet Part 2 record side 13, card 8 FTA master 10 record sides 14,15, card 9 FTA masters 11, 12 record sides 16, 17 card 10 FTA masters 13, 14 4. er- First Talking Alphabet Part 2 record side 22, card 14 FTA master 20 record sides 23,24,card 15 FTA masters 21, 22 record sides 25,26, card 16 FTA masters 23,24,25 5. ir-First Talking Alphabet Part 2 record side 31, card 20 FTA master 30 record sides 32,33, card 21 FTA masters 31,32 record sides 34,35, card 22 FTA masters 33,34 6. or- First Talking Alphabet Part 2 record side 40, card 26 FTA master 39 record sides 41,42, card 27 FTA masters 40,41 record sides 43,44, card 28 FTA masters 42,43	10-

LEVEL V Phonetic Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
10.- (cont.)	10-	10- 7. ur-First Talking Alphabet Part 2 record side 49, card 32 FTA master 48 record sides 50,51, card 3 FTA masters 49,50 record sides 52,53, card 3 FTA masters 51,52 8. SRA Word Games- 35a(orange 9. Dolch-Group Sounding Game, Set H 10. Ideal Spelling Generalizat Transparencies #2809-7 worksheets 2804-18 11. 5 skill sheets	1

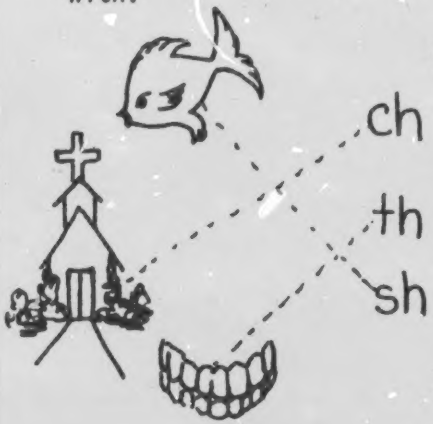
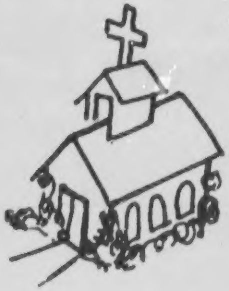
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
10-	10- 7. ur-First Talking Alphabet Part 2 record side 49, card 32 FTA master 48 record sides 50,51, card 33 FTA masters 49,50 record sides 52,53, card 34 FTA masters 51,52 8. SRA Word Games- 35a(orange) 9. Dolch-Group Sounding Game, Set H 10. Ideal Spelling Generalizations Transparencies #2809-7 worksheets 2804-18 11. 5 skill sheets	10-

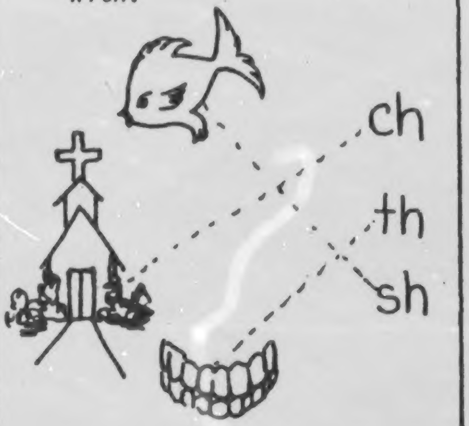
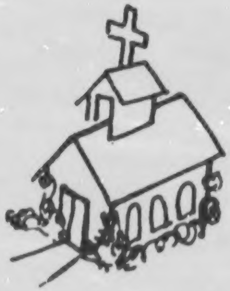
LEVEL V Phonetic Analysis

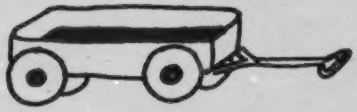
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
11- 05-05-11 Decodes known words by adding letters to long vowel phonograms	11- Add the following letters to the phonograms to make a word. b, c, f, h, l, m, n, r, s, t __________ ake __________ eet __________ ook __________ oot	11- 1. Flip Charts 2. Make a Word Game 3. SRA Word Games #16(olive 4. Word Family Game 5. 5 skill sheets

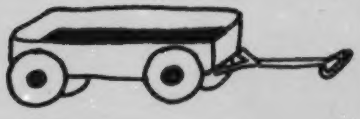
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
11- Add the following letters to the phonograms to make a word. b, c, f, h, l, m, n, r, s, t __________ ake __________ eet __________ ook __________ oot	11- 1. Flip Charts 2. Make a Word Game 3. SRA Word Games #16(olive 4. Word Family Game 5. 5 skill sheets	11-

LEVEL VI - Phonetic Analysis

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
1- 06-05-01 Matches ending consonant digraphs (ch, sh, th) to pictures.	1- Draw a line from the pictures to the letters which stand for the sound it ends with. 	1- 1. Ideal Tape 2735-5 worksheet 2736-5-2 2. Ideal Chart 273 E 3.. Ideal Transparency 2739-3 4. First Talking Alphabet Part 1 ch- record side 32, card 32 FTA master 51 sh- record side 34, card 34 FTA master 54 th- record side 36, card 36 FTA master 57 5. Lyons Carnahan Phonics Kit: Digraph Hopscotch 6. Lyons Carnahan Spelling Games Kit C: Ship Shape 7. Dolch Group Sounding Game Set 8. SRA Word Games # 9 (purple) 9. 5 skill sheets
2- 06-05-02 Completes words by filling in ending consonant digraphs below pictures on a worksheet. (ch, sh, th, ng, ck)	2- Complete the word  chur c h	2- 1. See 06-05-01 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line from the pictures to the letters which stand for the sound it ends with. 	1- 1. Ideal Tape 2735-5 worksheet 2736-5-2 2. Ideal Chart 273 E 3.. Ideal Transparency 2739-3 4. First Talking Alphabet Part 1 ch- record side 32, card 32 FTA master 51 sh- record side 34, card 34 FTA master 54 th- record side 36, card 36 FTA master 57 5. Lyons Carnahan Phonics Kit: Digraph Hopscotch 6. Lyons Carnahan Spelling Games Kit C: Ship Shape 7. Dolch Group Sounding Game Set F 8. SRA Word Games # 9 (purple) 9. 5 skill sheets	1-
2- Complete the word  chur c h	2- 1. See 06-05-01 2. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-05-03 Identifies medial consonants by choosing the correct letter below a picture and circling it.	3- Circle the letter that stands for the sound that you hear in the middle of the word.  w n [✓ g]	3- 1. First Talking Alphabet Par record sides 3, 4, Card 2 FTA master 3 record side 7,8 Card 4 FTA master 5 2. 5 skill sheets
4- 06-05-04 Identifies variant vowel sound of "oi" and "oy' by pronouncing nonsense words orally.	4- Orally pronounce nonsense words. foy, oyst, cloy, troil, canloy, oimer	4- 1. oi - oy Ideal Tape 2795-5 (first ha of tape) worksheet 2796 -5-1 2. oi Ideal Tape 2805-6 (first ha of tape) worksheet 2706 -6-1 3. Ideal Transparency 2799-5 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the letter that stands for the sound that you hear in the middle of the word.  w n [✓ g]	3- 1. First Talking Alphabet Part 2 record sides 3, 4, Card 2 FTA master 3 record side 7,8 Card 4 FTA master 5 2. 5 skill sheets	3-
4- Orally pronounce nonsense words. foy, oyst, cloy, troil, canloy, oimer	4- 1. oi - oy Ideal Tape 2795-5 (first half of tape) worksheet 2796 -5-1 2. oi Ideal Tape 2805-6 (first half of tape) worksheet 2706 -6-1 3. Ideal Transparency 2799-5 4. 5 skill sheets	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 06-05-05 When given a list of words, identifies "ou" and "ow" as a variant vowel sound (diphthong)	5- Circle the words in each row having the vowel sound as in word cow [✓ out], [✓ brown], you, soup, [✓ house], grow, [✓ how], [✓ now]	5- 1. ou - ow Ideal Tape 2795-5(last hal of tape) worksheet 2796-5-1 2. ou Ideal Tape 2805-6(Last hal of tape) worksheet 2806-6-1 3. Ideal Transparency 2799-5 4. SRA Word Games #38 A (orang 5. Kenworthy - Phonic Rummy,Se (orange cards) 6. Dolch Word Sounding Game,Se 7. 5 skill sheets
6- 06-05-06 Identifies the variant sounds of "oo" when given a list of words.	6- Place the following words into two groups by the sound of the "oo". GROUP I GROUP 2 cook moon cook moon room took room soon look soon took wood spoon spoon noon look wood room	6- 1. oo Ideal Tape 2795-4 worksheets 2796-4-2 2. Ideal Transparencies 2799- 3. Dolch Word Sounding Game, Set I 4. SRA Word Games, 36,37(oran 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Circle the words in each row having the vowel sound as in word cow [✓ out], [✓ brown], you, soup, [✓ house], grow, [✓ how], [✓ now]	5- 1. ou - ow Ideal Tape 2795-5(last half of tape) worksheet 2796-5-1 2. ou Ideal Tape 2805-6(Last half of tape) worksheet 2806-6-1 3. Ideal Transparency 2799-5 4. SRA Word Games #38 A (orange) 5. Kenworthy - Phonic Rummy, Set C (orange cards) 6. Dolch Word Sounding Game, Set I 7. 5 skill sheets	5-
6- Place the following words into two groups by the sound of the "oo". GROUP I GROUP 2 cook moon cook moon room took room soon look soon took wood spoon spoon noon look wood room	6- 1. oo Ideal Tape 2795-4 worksheets 2796-4-2 2. Ideal Transparencies 2799-4 3. Dolch Word Sounding Game, Set I 4. SRA Word Games, 36,37(orange) 5. 5 skill sheets	6-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 06-05-07 Identifies the sound of au, aw when given a list of words.	7- Complete sentences with the correct word. Bob likes to draw pictures. The boy caught the ball draw, raw, caught, cause Circle all the words that have the sound of the underlined letters in raw. bawl, draw, haul, laugh, caught	7- 1. au - aw Ideal Tape 2795-4 worksheet 2796-4-2 2. Ideal Transparency 2799 -4 3. Dolch Word Sounding Game, Set I 4. Kenworthy- Phonic Rummy Set (orange cards) 5. Lyons Carnahan Phonics Kit: Full House 6. 5 skill sheets

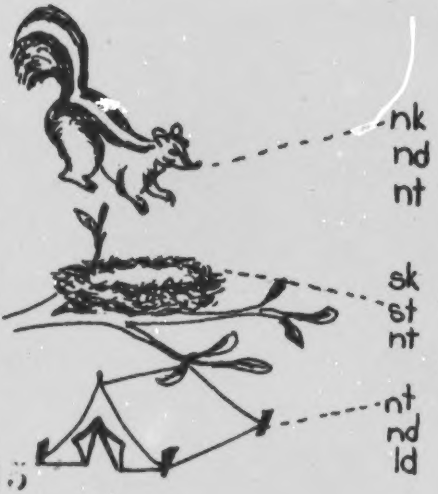
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Complete sentences with the correct word. Bob likes to draw pictures. The boy caught the ball draw, raw, caught, cause Circle all the words that have the sound of the underlined letters in raw. bawl, draw, haul, laugh, caught	7- 1. au - aw Ideal Tape 2795-4 worksheet 2796-4-2 2. Ideal Transparency 2799 -4 3. Dolch Word Sounding Game, Set I 4. Kenworthy- Phonic Rummy Set C (orange cards) 5. Lyons Carnahan Phonics Kit: Full House 6. 5 skill sheets	7-

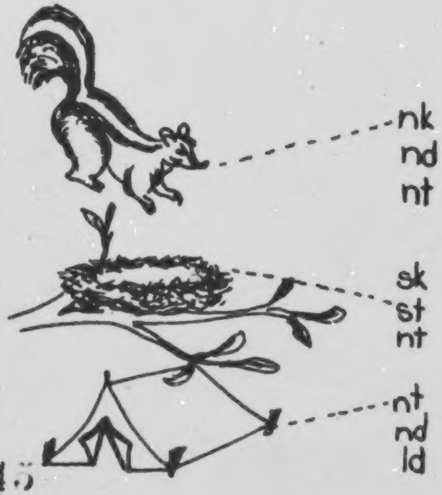
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
1- 07-05-01 Writes the initial two-letter consonant blends when dictated in a word.	1- "Write the two-letter blends which you hear at the beginning of each of the following five words." trout, green, blue, swing, smooth tr bl sm gr sw	1- 1. Ideal transparencies #2739 chart #1,2. 2. See Level IV-10 for review material. 3. Lyons & Carnahan Spelling Games Kit C: Start Smart, Listen. 4. Lyons & Carnahan Phonics Kit: Blends Race. 5. SRA Word Game: Orange 11, 12, 13, 14. 6. 5 skill sheets.
2- 07-05-02 From a group of blends and digraphs, circle the correct three-letter consonant blend or digraph which begins a pronounced word.	2- "Circle the correct three-letter blend in a word you hear." 1. [✓ scr] 2. str thr spr spl squ Teacher pronounces the words. scrub squash	2- 1. Instructor Basic Phonics: Initial Consonant Blends. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Write the two-letter blends which you hear at the beginning of each of the following five words." trout, green, blue, swing, smooth tr bl sm gr sw	1- 1. Ideal transparencies #2739 chart #1,2. 2. See Level IV-10 for review material. 3. Lyons & Carnahan Spelling Games Kit C: Start Smart, Listen. 4. Lyons & Carnahan Phonics Kit: Blends Race. 5. SRA Word Game: Orange 11, 12, 13, 14. 6. 5 skill sheets.	
2- "Circle the correct three-letter blend in a word you hear." 1. [✓ scr] 2. str thr spr spl squ Teacher pronounces the words. scrub squash	2- 1. Instructor Basic Phonics: Initial Consonant Blends. 2. 5 skill sheets.	

SKILLS OBJECTIVE	EXAMPLE	INSTRUCTION
3- 07-05-03 Given a list of words, identifies consonants that make one sound.	3- Circle the consonants that make one sound. knife climb	3- 1. Ideal transparencies 2799 #9 - chart R worksheet 2794-24 2. Ideal tape 2795-9 worksheet 2796-2 3. Ideal tape 2805-6 worksheet 2806-6-2 (2nd half) 4. 5 skill sheets 5. Ideal Spelling Generalization transparencies 2809 #6 worksheet 2804-17
4- 07-05-04 Identifies the two sounds of c by applying the following principle: If the c is followed by e, i, or y it will sound like the c in city. If the c is followed by a, o or u it will sound like the c in cat.	4- "Write the followng words under the correct key words." city cat cent candle cider care	4- 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799 -#9 worksheet 2794 -23 3. Lyons & Carnahan Phonics: Spin Hard, Spin Soft 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the consonants that make one sound. knife climb	3- 1. Ideal transparencies 2799 #9 - chart R worksheet 2794-24 2. Ideal tape 2795-9 worksheet 2796-2 3. Ideal tape 2805-6 worksheet 2806-6-2 (2nd half) 4. 5 skill sheets 5. Ideal Spelling Generalizations: transparencies 2809 #6 worksheet 2804-17	
4- "Write the followng words under the correct key words." city cat cent candle cider care	4- 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799 -#9 worksheet 2794 -23 3. Lyons & Carnahan Phonics: Spin Hard, Spin Soft 4. 5 skill sheets	

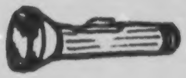
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 07-05-05 Identifies the sound of **g** in a given list of words.	5- "Write the following words under the key words that have the same sound of "g". gate giant goat gem	5- 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799-#9 3. Lyons & Carnahan Phonics Kit: Spin Hard, Spin Soft. 4. 5 skill sheets.
6- 07-05-06 Matches ending two-letter consonant blends by drawing lines to pictures on a worksheet.	5- "Match the ending two-letter blends to the correct picture by drawing a line."  	6- 1. 5 skill sheets.

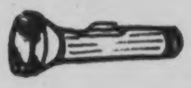
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Write the following words under the key words that have the same sound of "g". gate giant goat gem	5- 1. Ideal tape 2795-9 worksheet 2796-9-1 2. Ideal transparencies 2799-#9 3. Lyons & Carnahan Phonics Kit: Spin Hard, Spin Soft. 4. 5 skill sheets.	
5- "Match the ending two-letter blends to the correct picture by drawing a line."  	6- 1. 5 skill sheets.	

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 07-05-07 Given words identifies the ending sounds of "y" by listing in the correct columns under the key words.	7- From a given list, write the word that has the same ending sound as the key word under the picture. funny, cry, bunny, why, buy, daddy. baby fly 1._______ 1._________ 2._______ 2._________ 3._______ 3._________ 4._______ 4._________	7- 1. Ideal tape 2745-7 worksheet 2746-7-1, 2746-7-2. 2. Ideal transparencies 2749 #4 3. 5 skill sheets.
8- 07-05-08 Decodes common phonograms with consonant blends and digraphs.	8- Make new words using these phonograms _________ ast _________ ock _________ ang _________ ush _________ end _________ ish	8- 1. SRA Word Games 15, 16, 17, 1 19 (olive) 2. Word Family Game 3. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
" ct	7- From a given list, write the word that has the same ending sound as the key word under the picture. funny, cry, bunny, why, buy, daddy. baby fly 1.______ 1.______ 2.______ 2.______ 3.______ 3.______ 4.______ 4.______	7- 1. Ideal tape 2745-7 worksheet 2746-7-1, 2746-7-2. 2. Ideal transparencies 2749 #4 3. 5 skill sheets.	
ns nd	8- Make new words using these phonograms ______ ast ______ ock ______ ang ______ ush ______ end ______ ish	8- 1. SRA Word Games 15, 16, 17, 18, 19 (olive) 2. Word Family Game 3. 5 skill sheets	8-

LEVEL VIII - Phonetic Analysis

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 08-05-01 Identifies medial consonant digraphs by choosing one of three digraphs and circling the digraph. (ch, sh, th, ck)	1- Circle the medial digraph ch th [✓ sh] 	1- 1. 5 skill sheets
2- 08-05-02 Identifies beginning three-letter blends by writing them as teacher dictates a list of words. (spr, str, scr, spl, squ, shr, sch, chr, thr)	2- Write the three letter blend you hear in these words: scream, throw, strong. 1. scr 2. thr 3. str	2- 1. Instructor- Basic Phonics Initial Consonant Blends 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle the medial digraph ch th [✓ sh] 	1- 1. 5 skill sheets	1-
2- Write the three letter blend you hear in these words: scream, throw, strong. 1. scr 2. thr 3. str	2- 1. Instructor- Basic Phonics Initial Consonant Blends 2. 5 skill sheets	2-

LEVEL IX - Phonetic Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 09-05-01 Identifies medial consonant digraphs by filling in missing letters in a word below a picture. (th, ch, sh, ck, ng)	1- Write the missing consonant digraphs. Use th, ch, sh, ck, or ng. Pit c h er sun s h ine fea t h er	1- 1. 5 skill sheets
2- 09-05-02 Identifies ending two-letter consonant blends by filling in missing letters. (nk, nd, nt, sk, st, ld, lt, sp, mp, lp, ft, lk except when preceded by "a")	2- Write in the ending two letter blend. ma s k ha n d ne s t	2- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write the missing consonant digraphs. Use th, ch, sh, ck, or ng. Pit _c_ _h_ er sun _s_ _h_ ine fea _t_ _h_ er	1- 1. 5 skill sheets	1-
2- Write in the ending two letter blend. ma _s_ _k_ ha _n_ _d_ ne _s_ _t_	2- 1. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 09-05-03 Identifies letters that make the "f" sound in "gh" and "ph" words in a sentence by circling them.	3- Circle the letters that make the "f" sound. 1. The children laugh and play. 2. Father called mother to the phone.	3- 1. Ideal Transparency 2799-9 Ideal worksheet 2794-21 2. 5 skill sheets

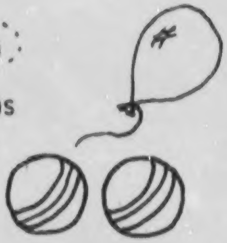
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
a	3- Circle the letters that make the "f" sound. 1. The children laugh and play. 2. Father called mother to the phone.	3- 1. Ideal Transparency 2799-9 Ideal worksheet 2794-21 2. 5 skill sheets	3-

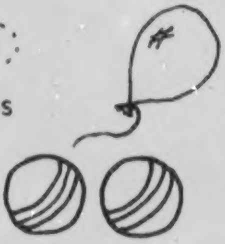
LEVEL X - Phonetic Analysis

SKILL OBJECTIVE X -	EXAMPLE	INSTRUCTION
1- 10-05-01 Identifies the variant sounds of "ough".	1- Place the words listed below under the key word having the same sound. trough dough thorough although rough cough thought tough enough though ought _____ _____ _____ _____ _____ _____ _____ _____ _____	1- 1. 5 skill sheets
2- 10-05-02 Identifies variant vowel sounds by circling all the letters that make the same sound as the vowel in the key word in each set.	2- A number of letters in the following words have the same sound. Circle all the letters that make the same sound as the vowel sound in the key word. Set I Set II Set III Set IV cake bed see air reins bread believe their sleigh head thief there great dead receive pair steak tread receipt pare grey spread chief pear freight said brief bear prey read grief bare hair care	2- 1. Ideal Transparency 2799-4 2. Ideal Spelling Generaliza 2804 ā worksheet # 7 ee worksheet # 9 3. 5 skill sheets

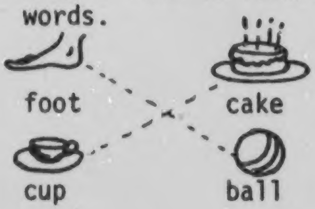
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- Place the words listed below under the key word having the same sound. trough dough thorough although rough cough thought tough enough though ought _____ _____ _____ _____ _____ _____ _____ _____ _____	1- 1. 5 skill sheets	1-
1 n	2- A number of letters in the following words have the same sound. Circle all the letters that make the same sound as the vowel sound in the key word. Set I: cake — reins, sleigh, great, steak, grey, freight, prey Set II: bed — bread, head, dead, tread, spread, said, read Set III: see — believe, thief, receive, receipt, chief, brief, grief Set IV: air — their, there, pair, pare, pear, bear, bare, hair, care	2- 1. Ideal Transparency 2799-4 2. Ideal Spelling Generalizations 2804 ā worksheet # 7 ee worksheet # 9 3. 5 skill sheets	2-

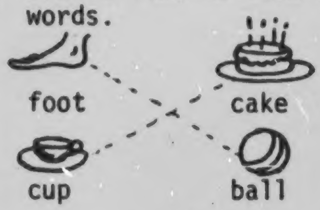
LEVEL IV - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INTRODUCTION
1- 04-06-01 Identifies the singular or plural form of the word which matches the number of objects in a picture.	1- Circle the word that belongs with the picture. [✓ balloon] balloons [✓ balls] ball 	1- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Transparency 2779-6 K worksheet 2774-15 3. 5 skill sheets
2- 04-06-02 Identifies the plural form when an "S" makes it plural.	2- Circle the words that mean more than one. ball hats cats girl toys dogs doll toy	2- 1. Ideal Tape 2805-1 worksheet 2806-6-1 2. Ideal Tape 2825-3-1 worksheet 2826-3-1 3. Ideal Transparency 2809-1 worksheet 2804-1 4. Ideal Transparency 2829-3 A 5. 5 skill sheets

EXAMPLE	INTRODUCTION	SUPPLEMENTAL
1- Circle the word that belongs with the picture. [✓ balloon] balloons [✓ balls] ball 	1- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Transparency 2779-6 K worksheet 2774-15 3. 5 skill sheets	1-
2- Circle the words that mean more than one. ball hats cats girl toys dogs doll toy	2- 1. Ideal Tape 2805-1 worksheet 2806-6-1 2. Ideal Tape 2825-3-1 worksheet 2826-3-1 3. Ideal Transparency 2809-1 worksheet 2804-1 4. Ideal Transparency 2829-3 A 5. 5 skill sheets	2-

LEVEL IV - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 04-06-02 Matches pictures to form compound words.	3- Name the picture. Read the word below the picture. Draw a line to form compound words. 	3- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Name the picture. Read the word below the picture. Draw a line to form compound words.  foot cake cup ball	3- 1. 5 skill sheets	3-

LEVEL V - Structural Analysis

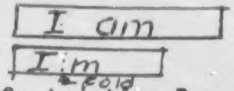
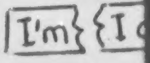
SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 05-06-01 Matches words to form compound words.	1- Draw a line to make a new word. farm store side walk book house	1- 1. Ideal Transparency 2799-8 worksheet 2774-21 2. SRA Word Game, 24 (blue) 3. 5 skill sheets
2- 05-06-02 Identifies one or two syllables in a list of words given orally.	2- Listen to each word as I say it. Circle the number of syllables you hear. baby 1. 1 [✓ 2] cent 2. [✓ 1] 2 boy 3. [✓ 1] 2 mother 4. 1 [✓ 2]	2- 1. Ideal Tape 2755-1 worksheet 2756-1-1 2. Ideal Tape 2755-1 worksheet 2756-1-2 3. Ideal Transparency 2759-1 worksheet 2754-1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line to make a new word. farm store side walk book house	1- 1. Ideal Transparency 2799-8 worksheet 2774-21 2. SRA Word Game, 24 (blue) 3. 5 skill sheets	1-
2- Listen to each word as I say it. Circle the number of syllables you hear. baby 1. 1 [✓ 2] cent 2. [✓ 1] 2 boy 3. [✓ 1] 2 mother 4. 1 [✓ 2]	2- 1. Ideal Tape 2755-1 worksheet 2756-1-1 2. Ideal Tape 2755-1 worksheet 2756-1-2 3. Ideal Transparency 2759-1 worksheet 2754-1 4. 5 skill sheets	2-

LEVEL V - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 05-06-03 Identifies a contraction in a sentence.	3- Circle the contractions in the following sentences. 1. John and Susan didn't get home. 2. Mary isn't going to the store for mother.	3- 1. Ideal Transparency 2779-8 P 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the contractions in the following sentences. 1. John and Susan didn't get home. 2. Mary isn't going to the store for mother.	3- 1. Ideal Transparency 2779-8 P 2. 5 skill sheets	3-

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 06-06-01 Matches contractions by connecting them with their uncontracted form, (can't, haven't, hadn't, hasn't, isn't, wasn't, I'm, it's, didn't, he's, she's.)	1- Draw a line to the words that mean the same thing. haven't I am I'm has not hasn't have not	1- 1. Ideal Transparency 2779-8 P 2. Contraction Cards  3. Contraction Puzzle (contraction on puzzle piec with uncontracted form on matching part)  4. 5 skill sheets
2- 06-06-02 Identifies one or two syllables in a given list of words.	2- Write 1 if there is one syllable. Write 2 if there are two syllables. running 2 school 1	2- 1. Ideal Tape 2755-2 worksheet 2756-2-1 2. Ideal Transparency 2759-1 E worksheet 2754-2,3,4,5 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line to the words that mean the same thing. haven't I am I'm has not hasn't have not	1- 1. Ideal Transparency 2779-8 P 2. Contraction Cards I am I'm fold 3. Contraction Puzzle (contraction on puzzle piece with uncontracted form on matching part) I'm I am 4. 5 skill sheets	1-
2- Write 1 if there is one syllable. Write 2 if there are two syllables. running 2 school 1	2- 1. Ideal Tape 2755-2 worksheet 2756-2-1 2. Ideal Transparency 2759-1 B worksheet 2754-2,3,4,5 3. 5 skill sheets	2-

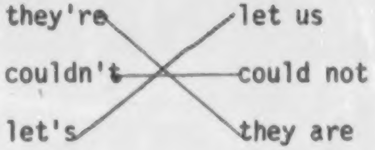
LEVEL VI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-06-03 Identifies the root word in words ending in "ing", "ed" and "s" when the root word does not change.	3- Circle the root words that help you recognize these words. walked boys going	3- 1. Ideal Tape 2775-1 worksheet 2776-1-1 2. Ideal Transparency 2779-1 A 3. Ideal Transparency 2759-4 H worksheet 2754-13 4. Ideal Transparency 2809-7 N 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the root words that help you recognize these words. walked boys going	3- 1. Ideal Tape 2775-1 worksheet 2776-1-1 2. Ideal Transparency 2779-1 A 3. Ideal Transparency 2759-4 H worksheet 2754-13 4. Ideal Transparency 2809-7 N 5. 5 skill sheets	3-

LEVEL VII - Structural Analysis

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 07-06-01 Matches the contractions by connecting them with their uncontracted forms. (you're, they're, let's, aren't, wouldn't, couldn't, shouldn't, that's)	1- Draw a line to the words that mean the same thing. they're let us couldn't could not let's they are	1- 1. Ideal Transparency 2779-8 P worksheet 2774-22 2. Puzzles-See obj. 06-06-01 3. 5 skill sheets
2- 07-06-02 Adds the inflectional endings "ing", "ed", "en", and "s" to verbs which do not change the root.	2- Add the endings to the words in each box. Write the new word on the line. ing add adding open opening ed jump jumped play played s give gives smile smiles en gold golden hard harden	2- 1. Ideal Tape 2775-1 worksheet 2776-1-2 2. Ideal Transparency 2779-1 D worksheet 2774-2 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line to the words that mean the same thing.  they're couldn't let's let us could not they are	1- 1. Ideal Transparency 2779-8 P worksheet 2774-22 2. Puzzles – See obj. 06-06-01 3. 5 skill sheets	1-
2- Add the endings to the words in each box. Write the new word on the line. ing add adding open opening ed jump jumped play played s give gives smile smiles en gold golden hard harden	2- 1. Ideal Tape 2775-1 worksheet 2776-1-2 2. Ideal Transparency 2779-1 D worksheet 2774-2 3. 5 skill sheets	2-

LEVEL VII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 07-06-03 Forms compound words from given root words.	3- Each word in List A will make a compound word with a word in List B. Write the compound word A B foot glasses sun yard barn ball 1. football 2. sunglasses 3. barnyard	3- 1. Ideal Tape 2775-8 worksheet 2776-8-1 2. SRA Word Games, 24 (blue) 3. 5 skill sheets
4- 07-06-04 Identifies one, two, or three syllable words.	4- Write the number of syllables in each word on the line beside it. farmer 2 first 1 elephant 3	4- 1. Lyons Carnahan Phonics Kit; Syllable Count 2. Lyons Carnahan Spelling Kit: Kit C- Capture 3. Dolch Group Sounding Game Set K 4. Dolch- The Syllable Game 5. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Each word in List A will make a compound word with a word in List B. Write the compound word A B foot glasses sun yard barn ball 1. football 2. sunglasses 3. barnyard	3- 1. Ideal Tape 2775-8 worksheet 2776-8-1 2. SRA Word Games, 24 (blue) 3. 5 skill sheets	3-
4- Write the number of syllables in each word on the line beside it. farmer 2 first 1 elephant 3	4- 1. Lyons Carnahan Phonics Kit; Syllable Count 2. Lyons Carnahan Spelling Kit: Kit C- Capture 3. Dolch Group Sounding Game Set K 4. Dolch- The Syllable Game 5. 5 skill sheets	4-

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
1- 08-06-01 Matches contractions to their uncontracted form, (I'll, he'll, she'll, you'll, they'll, I've, you've, we've, they've, I'd, he'd, they'd, we'd, she'd, you'd, won't, don't.)	1- Draw a line to the word that means the same thing. we've I would I'd we have he'll he will	1- 1. Ideal Transparency 2809-1 B worksheet 2804-2,3 2. 5 skill sheets
2- 08-06-02 Writes the contraction for the two given words when only one letter is omitted.	2- Make contractions from the words below did not didn't let us let's	2- 1. Ideal Tape 2775-8 worksheet 2776-8-2 2. Ideal Tape 2805-1 worksheet 2806-1-2 3. See previous objectives fo games 4. 5 skill sheets

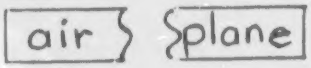
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line to the word that means the same thing. we've I would I'd we have he'll he will	1- 1. Ideal Transparency 2809-1 B worksheet 2804-2,3 2. 5 skill sheets	1-
2- Make contractions from the words below did not didn't let us let's	2- 1. Ideal Tape 2775-8 worksheet 2776-8-2 2. Ideal Tape 2805-1 worksheet 2806-1-2 3. See previous objectives for games 4. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 08-06-03 Differentiates between possessive forms and plural forms by identifying one or the other when they are presented together.	3- Underline what should be possessive forms in these sentences. The girls' mothers had a party. The girls ran away. The girl's coat is lost. Underline the plural forms in these sentences. The boys are here. The boy's car is new. The children are all young.	3- 1. Ideal Tape 2825-3 worksheet 2826-3-1 2. Ideal Transparency 2829-3 E worksheet 2824 3. Ideal Transparency 2779-9 Q 4. 5 skill sheets
4- 08-06-04 Differentiates among singular possessive and the two plural possessive forms by identifying each when they are given together.	4- Put S beside the sentence if the underlined word is singular possessive. Put P beside the sentence if the underlined word is plural possessive. P 1. The oxen's owner fed them. S 2. My father's mother is my grandmother. P 3. The fishes' bowl needs to be cleaned.	4- 1. Ideal Tape 2775-9 worksheet 2776-9-1 2. Ideal Transparency 2779-9 Q worksheet 2774-23 3. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
er ed	3- Underline what should be possessive forms in these sentences. The girls' mothers had a party. The girls ran away. The girl's coat is lost. Underline the plural forms in these sentences. The boys are here. The boy's car is new. The children are all young.	3- 1. Ideal Tape 2825-3 worksheet 2826-3-1 2. Ideal Transparency 2829-3 E worksheet 2824 3. Ideal Transparency 2779-9 Q 4. 5 skill sheets	3-
nd sive each	4- Put S beside the sentence if the underlined word is singular possessive. Put P beside the sentence if the underlined word is plural possessive. P 1. The oxen's owner fed them. S 2. My father's mother is my grandmother. P 3. The fishes' bowl needs to be cleaned.	4- 1. Ideal Tape 2775-9 worksheet 2776-9-1 2. Ideal Transparency 2779-9 Q worksheet 2774-23 3. 5 skill sheets	4-

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 08-06-05 Divides words into syllables by applying the following principles: divide between compound words.	5- Draw a line between the syllables of the following compound words. milk|man airplane in|side	5- 1. 5 skill sheets
6- 08-06-06 Identifies the plural forms of words when "f" is changed to "v".	6- Write the plural forms of the following words. calf calves knife knives	6- 1. Ideal Transparency 2779-7 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Draw a line between the syllables of the following compound words. milk|man air|plane in|side	5- 1. 5 skill sheets	5- 1. Teacher made puzzle. 
6- Write the plural forms of the following words. calf calves knife knives	6- 1. Ideal Transparency 2779-7 M 2. 5 skill sheets	6-

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 08-06-07 Identifies the plural forms of words when "y" is changed to "i".	7- Write the plural form of the following words. city cities lady ladies cry cries fry fries	7- 1. Ideal Tape 2775-6 worksheet 2776-6-2 2. Ideal Transparency 2779-6 L Worksheet 2774-16
8- 08-06-08 Adds the suffixes "ing", "ed," "est", and "er", to root words without doubling the final consonants.	8- Add the endings to the words in the boxes. ing back___ ed pack___ est dark___ er smart__	8- 1. Ideal Tape 2775-2 worksheet 2776-2-1 2. Ideal Tape 2775-2 worksheet 2776-2-2 3. Ideal Tape 2775-7 worksheet 2776-7-2 4. Ideal Transparency 2779-20 worksheet 2774-4 5. Ideal Transparency 2809-7 N worksheet 2804-19 6. SRA Word Games 22,23 (blue) 7. Lyons Carnahan Spelling Game Kit D No Nonsense 8. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Write the plural form of the following words. city cities lady ladies cry cries fry fries	7- 1. Ideal Tape 2775-6 worksheet 2776-6-2 2. Ideal Transparency 2779-6 L Worksheet 2774-16	7-
8- Add the endings to the words in the boxes. ing back____ ed pack___ est dark____ er smart__	8- 1. Ideal Tape 2775-2 worksheet 2776-2-1 2. Ideal Tape 2775-2 worksheet 2776-2-2 3. Ideal Tape 2775-7 worksheet 2776-7-2 4. Ideal Transparency 2779-20 worksheet 2774-4 5. Ideal Transparency 2809-7 N worksheet 2804-19 6. SRA Word Games 22,23 (blue) 7. Lyons Carnahan Spelling Games Kit D No Nonsense 8. 5 skill sheets	8-

LEVEL VIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 08-06-09 Forms plurals of singular words ending in s, x, sh, and ch by adding es to the root word.	9- When a word ends in the letters ch,s,sh, or x, we usually add es to make the word mean more than one. Write the word that means more than one on the line after each word below by adding s or es. fox foxes dress dresses paper papers girl girls dish dishes bench benches	9- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Tape 2805-1 worksheet 2806-1-1 3. Ideal Tranaparency 2809-1 worksheet 2804-1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- When a word ends in the letters ch,s,sh, or x, we usually add es to make the word mean more than one. Write the word that means more than one on the line after each word below by adding s or es. fox foxes dress dresses paper papers girl girls dish dishes bench benches	9- 1. Ideal Tape 2775-6 worksheet 2776-6-1 2. Ideal Tape 2805-1 worksheet 2806-1-1 3. Ideal Tranaparency 2809-1 A worksheet 2804-1 4. 5 skill sheets	9-

LEVEL IX - Structural Analysis

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION
1- 09-06-01 Adds the suffixes "ing", "ed", "est" and "er" to root words by doubling the final consonant.	1- Add the ending to the words in each box. Write the new word on the line. ing skip skipping chop chopping ed hop hopped stop stopped est wet wettest big biggest er big bigger wet wetter	1- 1. Ideal Tape 2775-5 worksheet 2776-5-2 2. Ideal Tape 2805-9 worksheet 2806-9-1 3. Ideal Transparency 2779-5 J worksheet 2774-12,13 4. Ideal Transparency 2809-9 Q worksheet 2804-22 5. 5 skill sheets
2- 09-06-02 Writes the root word of words whose endings have changed the spelling of the root word.	2- Write the root word of each word. The spelling was changed when the ending was added. tiniest tiny	2- 1. Ideal Transparency 2809-8 P 2. Ideal Transparency 2779-4 G 3. Ideal Transparency 2779-3 E 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Add the ending to the words in each box. Write the new word on the line. ing: skip skipping; chop chopping ed: hop hopped; stop stopped est: wet wettest; big biggest er: big bigger; wet wetter	1- 1. Ideal Tape 2775-5 worksheet 2776-5-2 2. Ideal Tape 2805-9 worksheet 2806-9-1 3. Ideal Transparency 2779-5 J worksheet 2774-12,13 4. Ideal Transparency 2809-9 Q worksheet 2804-22 5. 5 skill sheets	1-
2- Write the root word of each word. The spelling was changed when the ending was added. tiniest tiny	2- 1. Ideal Transparency 2809-8 P 2. Ideal Transparency 2779-4 G 3. Ideal Transparency 2779-3 E 4. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 09-06-03 Adds the endings "ing", "ed", "er", "ly" and "est" to root words to form new words when the spelling of the root word changes, without doubling the final consonant.	3- Add the ending ing, ed, er, ly, and est to these root words merry merrily funny funniest	3- 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Tape 2805-8 worksheet 2806-8-1 3. Ideal Tape 2805-8 worksheet 2806-8-2 4. Ideal Transparency 2809-8 0 worksheet 2804-20, 21 5. Ideal Transparency 2779-4 worksheet 2774-9 6. Ideal Transparency 2779-3 worksheet 2774-5,6 7. 5 skill sheets
4- 09-06-04 Identifies the root words of words ending in "or", "ian", "ist", "less" and "ful".	4- Write the root word for each of the following words. hopeless hope cheerful cheer musician music	4- 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 worksheet 2774-10 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Add the ending ing, ed, er, ly, and est to these root words merry merrily funny funniest	3- 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Tape 2805-8 worksheet 2806-8-1 3. Ideal Tape 2805-8 worksheet 2806-8-2 4. Ideal Transparency 2809-8 O,P worksheet 2804-20, 21 5. Ideal Transparency 2779-4 G worksheet 2774-9 6. Ideal Transparency 2779-3 E worksheet 2774-5,6 7. 5 skill sheets	3-
4- Write the root word for each of the following words. hopeless hope cheerful cheer musician music	4- 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 H worksheet 2774-10 3. 5 skill sheets	4-

LEVEL IX - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 09-06-05 Divides words into syllables by applying the following principle: When the first vowel is followed by two consonants, the word is usually divided between the two consonants.	5- Draw a line between the syllables of each word below. pen|cil nap|kin	5- 1. Ideal Tape 2755-2 worksheet 2756-2-2 2. Ideal Transparency 2759-2 C worksheet 2754-6 3. 5 skill sheets
6- 09-06-06 Divides words into syllables by applying the following principle: "le" takes one consonant for the last syllable.	6- Draw a line to divide each word into syllables cas|tle pur|ple	6- 1. Ideal Tape 2755-4 worksheet 2756-4-2 2. Ideal Transparency 2759-4 G worksheet 2754-11 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Draw a line between the syllables of each word below. pen|cil nap|kin	5- 1. Ideal Tape 2755-2 worksheet 2756-2-2 2. Ideal Transparency 2759-2 C worksheet 2754-6 3. 5 skill sheets	5-
6- Draw a line to divide each word into syllables cas|tle pur|ple	6- 1. Ideal Tape 2755-4 worksheet 2756-4-2 2. Ideal Transparency 2759-4 G worksheet 2754-11 3. 5 skill sheets	6-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 09-06-07 Divides two syllable words having only one consonant after the first vowel by applying the following principle: When the first vowel sound is long, the consonant begins the second syllable; when the first vowel sound is short, the consonant ends the first syllable.	7- Circle the word which has been correctly divided into syllables favor fav or [✓ fa vor] second [✓ sec ond] se cond	7- 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Transparency 2759-2 D worksheet 2754-9 3. Ideal Transparency 2759-3 worksheet 2754-10 4, 5 skill sheets
8- 09-06-08 Writes the plural, singular possessive, or plural possessive form for a given word when the form is specified.	8- Make the words plural or possessive and write them in the blanks. 1. The two ________ ran home. girl 2. The__________ dress is dirty. girl 3. The ________ dresses are pretty. girl 4. The five ______ horns are large. deer Using the word girl write it in the following forms: plural, singular possessive, plural possessive.	8- 1. Ideal Tape 2805-2 worksheet 2806-2-1 2. Ideal Transparency 2809-2 C worksheet 2804-4 (1st half) 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Circle the word which has been correctly divided into syllables favor fav or [✓ fa vor] second [✓ sec ond] se cond	7- 1. Ideal Tape 2775-3 worksheet 2776-3-1 2. Ideal Transparency 2759-2 D worksheet 2754-9 3. Ideal Transparency 2759-3 F worksheet 2754-10 4, 5 skill sheets	7-
8- Make the words plural or possessive and write them in the blanks. 1. The two ________ ran home. girl 2. The__________ dress is dirty. girl 3. The ________ dresses are pretty. girl 4. The five ______ horns are large. deer Using the word girl write it in the following forms: plural, singular possessive, plural possessive.	8- 1. Ideal Tape 2805-2 worksheet 2806-2-1 2. Ideal Transparency 2809-2 C worksheet 2804-4 (1st half) 3. 5 skill sheets	8-

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 10-06-01 Makes new words by adding the suffixes "or", "ist", "ian", and "ful" to root words.	1- Add or, ist, ian, or ful to the listed words to make new words. music musician invent inventor	1- 1. SRA Word Games 42 Tan 2. Webster Word Wheels 3. 5 skill sheets
2- 10-06-02 Identifies the prefixes "non", "dis", "re", "un", "mis" and in a list of words.	2- Circle the prefixes in the following words. misplace untie dislike nonsense incapable	2- 1. Ideal Tape 2775-7 worksheet 2776-7-2 2. Ideal Transparency 2779-7 N worksheet 2779-18 3. Dolch- Group Sounding Game Set M 4. Webster Word Wheels (order by prefix)

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Add or, ist, ian, or ful to the listed words to make new words. music musician invent inventor	1- 1. SRA Word Games 42 Tan 2. Webster Word Wheels 3. 5 skill sheets	1-
2- Circle the prefixes in the following words. misplace untie dislike nonsense incapable	2- 1. Ideal Tape 2775-7 worksheet 2776-7-2 2. Ideal Transparency 2779-7 N worksheet 2779-18 3. Dolch- Group Sounding Game Set M 4. Webster Word Wheels (order by prefix)	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 10-06-03 Adds the prefixes "non", "dis", "un", "mis", and "in" to root words to form new words.	3- Complete the sentences by adding one of the prefixes in the box to the given root word. non mis dis in un The name of the author is ________ known	3- 1. 5 skill sheets
4- 10-06-04 Divides words into syllables by applying the following principle: Divide after prefixes and divide before suffixes.	4- Draw a line between the syllables . un|safe thought|less	4- 1. Ideal Tape 2755-5 worksheet 2756-5-2 2. Ideal Tape 2755-6 worksheet 2756-6-1 3. Ideal Transparencies 2759-4 5 I, J 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Complete the sentences by adding one of the prefixes in the box to the given root word. non mis dis in un The name of the author is ________ known	3- 1. 5 skill sheets	3-
4- Draw a line between the syllables . unsafe thoughtless	4- 1. Ideal Tape 2755-5 worksheet 2756-5-2 2. Ideal Tape 2755-6 worksheet 2756-6-1 3. Ideal Transparencies 2759-4 H 5 I, J 4. 5 skill sheets	4-

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 11-06-01 Marks the accent in words by applying the following principle: In most two-syllable words, the first syllable is accented.	1- Mark the accented syllable (/) in each word. gar´ment pump´kin ˋgar ment ˋpump kin	1- 1. Ideal Tape 2755-6 worksheet 2756-6-2 2. Ideal Transparency 2759-6 K,L worksheet 2754-16,17 3. 5 skill sheets
2- 11-06-02 Forms new words by adding the suffixes "ness", "ment", "ship", "tion" and "sion" to root words.	2- Form new words by choosing the correct suffix (ness, ment, dhip, tion, ation). selfish selfishness govern government	2- 1. SRA Word Games 42,43,44, (Tan 2. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- Mark the accented syllable (/) in each word. gar´ment pump´kin ˋgar ment ˋpump kin	1- 1. Ideal Tape 2755-6 worksheet 2756-6-2 2. Ideal Transparency 2759-6 K,L worksheet 2754-16,17 3. 5 skill sheets	1-
g nt", "	2- Form new words by choosing the correct suffix (ness, ment, dhip, tion, ation). selfish selfishness govern government	2- 1. SRA Word Games 42,43,44, (Tan) 2. 5 skill sheets	2-

LEVEL XI - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 11-06-03 Marks the accent in words by applying the following principle: When a prefix is added to a root word, the root word is usually accented.	3- Mark the accented syllable in each word. un luck´y in dent´ unˋluck y inˋdent	3- 1. Ideal Tape 2755-8 worksheet 2756-8-1 2. Ideal Transparency 2759-7 N worksheet 2754-19 3. 5 skill sheets
4- 11-06-04 Writes the root words of words with the prefixes "non", "dis", "un", "im", "mis", and "in".	4- Write the root words for the following: misspell spell incorrect correct	4- 1. Ideal Transparency 2779-7 N worksheet 2774-19 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Mark the accented syllable in each word. un luck´y in dent´ un `luck y in `dent	3- 1. Ideal Tape 2755-8 worksheet 2756-8-1 2. Ideal Transparency 2759-7 N worksheet 2754-19 3. 5 skill sheets	3-
4- Write the root words for the following: misspell spell incorrect correct	4- 1. Ideal Transparency 2779-7 N worksheet 2774-19 2. 5 skill sheets	4-

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 12-06-01 Identifies the correct root words for words ending in "ous", "ful", "able", "ible" and "less".	1- Write the root word for each of the following words adorable adore plentiful plenty	1- 1. Ideal Transparency 2809-8 0 2. 5 skill sheets
2- 12-06-02 Forms new words by adding the prefixes "re", "con", "de", "ex", "pre", "pro", "ad", "ob" to root words.	2- Write each prefix in front of a root word to make a new word. pro ad venture de pro long ad de part	2- 1. Ideal Transparency 2779-7 worksheet 2774-18 2. SRA Word Games Game 39,40,4 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write the root word for each of the following words adorable adore plentiful plenty	1- 1. Ideal Transparency 2809-8 0,P 2. 5 skill sheets	1-
2- Write each prefix in front of a root word to make a new word. pro ad venture de pro long ad de part	2- 1. Ideal Transparency 2779-7 N worksheet 2774-18 2. SRA Word Games Game 39,40,41 Tan 3. 5 skill sheets	2-

LEVEL XIII - Structural Analysis

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 13-06-01 Forms new words by adding the prefixes "out", "over", "self", "upper", "under", and "up" to root words.	1- Write new words by adding out, over, self, under, or up to the beginning of the words listed below. set upset stand understand	1- 1. 5 skill sheets
2- 13-06-02 Given words ending in "able", "ible", "ful", "ous", or "less", chooses the correct word for particular context.	2- From the words given below, choose the one which will best complete the sentence. beauteous reasonable skillful edible The excellent clocks he produced showed that the man was indeed a skillful craftsman.	2- 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 H worksheet 2774-10 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write new words by adding out, over, self, under, or up to the beginning of the words listed below. set upset stand understand	1- 1. 5 skill sheets	1-
2- From the words given below, choose the one which will best complete the sentence. beauteous reasonable skillful edible The excellent clocks he produced showed that the man was indeed a skillful craftsman.	2- 1. Ideal Tape 2775-4 worksheet 2776-4-2 2. Ideal Transparency 2779-4 H worksheet 2774-10 3. 5 skill sheets	2-

LEVEL XIII - Structural Analysis

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 13-06-03 When given unfamiliar words, divides them into syllables by applying principles of syllabication.	3- Draw a line between the syllables. ac/count/ant ex/or/bi/tant/ly com/pli/men/ta/ry bat/tle/field Do not divide blends and digraphs. Divide compound words fist. Divide prefixes and suffixes first and then divide the rest. 1. mar/ket 3. bat/tle 2. la/dy 4. com/pound 5. pre/fix 6. suf/fix	3- 1. Idea Tape 2755-3 worksheet 2756-3-1 2. Ideal Tape 2755-3 worksheet 2756-3-2 3. Ideal Transparency 2759-3 E, 4 G, 5 I, J. worksheets 2754-12,13,14 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Draw a line between the syllables. ac/count/ant ex/or/bi/tant/ly com/pli/men/ta/ry bat/tle/field Do not divide blends and digraphs. Divide compound words fist. Divide prefixes and suffixes first and then divide the rest. 1. mar/ket 3. bat/tle 2. la/dy 4. com/pound 5. pre/fix 6. suf/fix	3- 1. Idea Tape 2755-3 worksheet 2756-3-1 2. Ideal Tape 2755-3 worksheet 2756-3-2 3. Ideal Transparency 2759-3 E, 4 G, 5 I, J. worksheets 2754-12,13,14 4. 5 skill sheets	3-

LEVEL XIV - Structural Analysis

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 14-06-01 Writes the correct root word for words ending in "ize", "en", "ify", and "ate".	1- Write the root word for each pair of words soften softer soft	1- 1. 5 skill sheets
2- 14-06-02 Writes the root word for words ending in "ance", "ence", "is", "al", "ly", "dom", "ty", "ity", "ure", "ism", and "th".	2- In column two, write the root word for each word in column one. I II patriotism patriot safety safe	2- 1. Ideal Worksheet 2774-11, 2 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Write the root word for each pair of words soften softer soft	1- 1. 5 skill sheets	1-
2- In column two, write the root word for each word in column one. I II patriotism patriot safety safe	2- 1. Ideal Worksheet 2774-11, 20 2. 5 skill sheets	2-

LEVEL XV - Structural Analysis

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 15-06-01 Given words ending in "en", "ize", "ify", and "ate", chooses the correct word for a particular context.	1- Choose words from the box to complete each sentence below. locate identify Since no witnesses were available to identify the suspect, he was released. Because our directories were not complete, we could barely locate the house in the darkness	1- 1. 5 skill sheets
2- 15-06-02 Given words ending in "ant", "ent", "ive", "ic", and "ary", chooses the correct word for a particular context.	2- Choose from the words given, the one which completes the sentence. mission missionary The missionary went to Hawaii.	2- 1. Ideal Tape 2775-9 worksheet 2776-9-2 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Choose words from the box to complete each sentence below. locate identify Since no witnesses were available to identify the suspect, he was released. Because our directories were not complete, we could barely locate the house in the darkness	1- 1. 5 skill sheets	1-
2- Choose from the words given, the one which completes the sentence. mission missionary The missionary went to Hawaii.	2- 1. Ideal Tape 2775-9 worksheet 2776-9-2 2. 5 skill sheets	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 15-06-03 Makes new words by adding the prefixes "sub', "circum", "super", "tri", "inter", "trans" or "intra" to root words.	3- Add a prefix from the box to each base word to form a new word. Write the new word on the line beside the base. super trans circum sub inter intro plot subplot a less important plot in fiction or drama plant transplant plant again in a different place.	3- 1. 5 skill sheets
4- 15-06-04 Chooses the correct word for a particular context, given words ending in "ance", "ence", "ic", "al", "dom", "ty", "ure", "ism" and "th".	4- Fill in each blank with the word from the box that correctly completes each sentence. wisdom superiority The superiority of this newly improved floor is questionable. The philosopher who wrote this book is famous for his great words of wisdom.	4- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Add a prefix from the box to each base word to form a new word. Write the new word on the line beside the base. super trans circum sub inter intro plot subplot a less important plot in fiction or drama plant transplant plant again in a different place.	3- 1. 5 skill sheets	3-
4- Fill in each blank with the word from the box that correctly completes each sentence. wisdom superiority The superiority of this newly improved floor is questionable. The philosopher who wrote this book is famous for his great words of wisdom.	4- 1. 5 skill sheets	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 15-06-05 Identifies the following Latin roots and their meanings and uses them in context. nov mob mot spect spic reg rect don pos ag quest quire scribe script rul vers pon pound signific sign vert act	5- Underline the Latin roots spect and spic in the words below. inspect suspicion expect respect spectacles Use the above words in sentences. inspect WE must inspect the meat before we buy it.	5- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Underline the Latin roots spect and spic in the words below. inspect suspicion expect respect spectacles Use the above words in sentences. inspect WE must inspect the meat before we buy it.	5- 1. 5 skill sheets	5-

LEVEL XVI - Structural Analysis

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 16-06-01 Identifies the correct words which are divided into syllables with accent marks.	1- Look for mistakes in the set of syllables after the arrow. When you find a mistake put an X in front of the answer that contains the mistake. If there is no mistake, put an X in front of the line that says "no mistake". 1. ___ exhaust ——> ex haust' ___ delicate ——> del' i cate ___ referred ——> re fer'red _X_ no mistakes	1- 1. 5 skill sheets
2- 16-06-02 Given a word with an added meaning, identifies the correct prefix to make the new word.	2- Mark the correct response. Which prefix will make the word accurate mean containing mistakes. _X_ in ___ im ___ un ___ ir	2- 1. SRA Word Games 40,41, (tan) 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Look for mistakes in the set of syllables after the arrow. When you find a mistake put an X in front of the answer that contains the mistake. If there is no mistake, put an X in front of the line that says "no mistake." 1. ___ exhaust → ex haust' ___ delicate → del' i cate ___ referred → re fer'red X no mistakes	1- 1. 5 skill sheets	1-
2- Mark the correct response. Which prefix will make the word accurate mean containing mistakes. X in ___ im ___ un ___ ir	2- 1. SRA Word Games 40,41, (tan) 2. 5 skill sheets	2-

LEVEL XVI - Structural Analysis

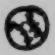
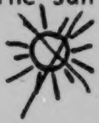
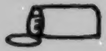
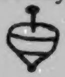
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 16-06-03 Given a word with an added meaning, identifies the correct suffix to make the new word.	3- Mark the correct response. Which suffix will make the word critic mean to find fault with? ___ try _X_ ize ___ ly	3- 1. SRA Word Game 42 (tan) 2. 5 skill sheets
4- 16-06-04 Given words with suffixes added, identifies the incorrect forms.	4- Look for mistakes in the word after the arrow. When you find a mistake, put an X in front of the set that contains the mistake. If there is no mistake in an exercise, put an X in front of the line saying "no mistake". a. ___ economy + ist → economist _X_ acquaint + ance → acquainance ___ expand+ ion → expansion ___ no mistake b. ___ fiber + ous → fibrous ___ Jones+'s → Jones' ___ James + 's → James's , _X_ no mistakes	4- 5 skill sheets

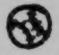
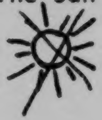
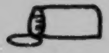
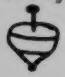
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	3- Mark the correct response. Which suffix will make the word critic mean to find fault with? ___ try _X_ ize ___ ly	3- 1. SRA Word Game 42 (tan) 2. 5 skill sheets	3-
es	4- Look for mistakes in the word after the arrow. When you find a mistake, put an X in front of the set that contains the mistake. If there is no mistake in an exercise, put an X in front of the line saying "no mistake". a. __ economy + ist → economist _X_ acquaint + ance → acquainance __ expand+ ion → expansion __ no mistake b. ___ fiber + ous → fibrous ___ Jones+'s → Jones' ___ James + 's → James's _X_ no mistakes	4- 5 skill sheets	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 16-06-05 Identifies examples of the terms related to structural analysis.	5- Mark the appropriate response. a. Mark the compound words. ___ impressive _X_ seafarer ___ international ___ parachute b. Mark the singular possessive ___ chorus' ___ counselors _X_ dignitary's ___ eliminators'	5- 1. See previous skills if re materials are needed. 2. 5 skill sheets

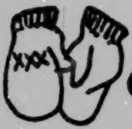
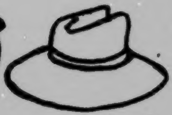
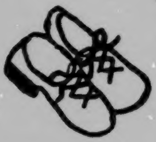
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
s.	5- Mark the appropriate response. a. Mark the compound words. ___ impressive _X_ seafarer ___ international ___ parachute b. Mark the singular possessive ___ chorus' ___ counselors _X_ dignitary's ___ eliminators'	5- 1. See previous skills if review materials are needed. 2. 5 skill sheets	5-

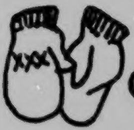
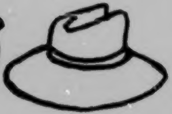
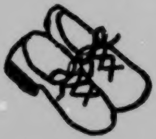
LEVEL II - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 02-07-01 Selects a picture which corresponds to a sentence dictated by the teacher.	1- Listen to me. Mark the picture that shows what I read. The sun is shining today.    	1- 1. 6 skill sheets
2- 02-07-02 Answers orally factual questions about a short story used by the teacher.	2- Teacher reads the story then asks the question. Students answer orally. Little squirrel found a nut under a tree. He got the nut and quickly ran to hide it in his nest. Little squirrel will eat the nut next winter. 1. What did Little squirrel find? 2. Where did Little squirrel hide the nut? 3. What will Little squirrel do with the nut?	2- 1. 5 skill sheets

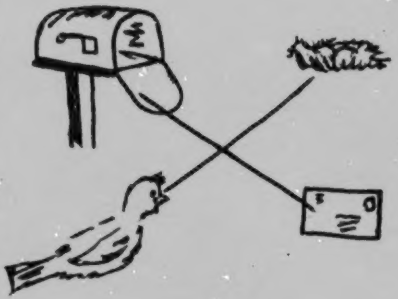
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Listen to me. Mark the picture that shows what I read. The sun is shining today.    	1- 1. 6 skill sheets	1-
2- Teacher reads the story then asks the question. Students answer orally. Little squirrel found a nut under a tree. He got the nut and quickly ran to hide it in his nest. Little squirrel will eat the nut next winter. 1. What did Little squirrel find? 2. Where did Little squirrel hide the nut? 3. What will Little squirrel do with the nut?	2- 1. 5 skill sheets	2-

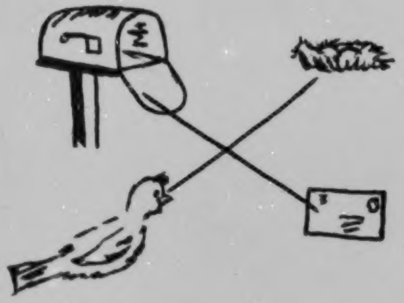
LEVEL II - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 02-07-03 **Given 3 pictures, marks the one which is about the story read by the teacher.**	3- Teacher reads the story. Students X the picture that is about the story. Nathan got out of bed to get ready for school. He put on all his clothes, but he couldn't find his shoes. He looked everywhere for them. Finally, he found his shoes under the bed.   	3- 1. 5 skill sheets

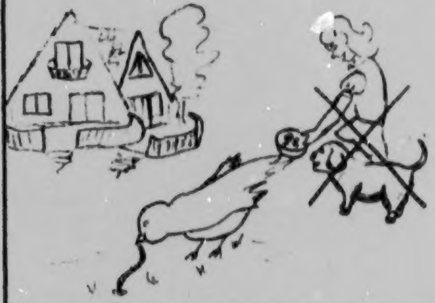
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Teacher reads the story. Students X the picture that is about the story. Nathan got out of bed to get ready for school. He put on all his clothes, but he couldn't find his shoes. He looked everywhere for them. Finally, he found his shoes under the bed. 	3- 1. 5 skill sheets	3-

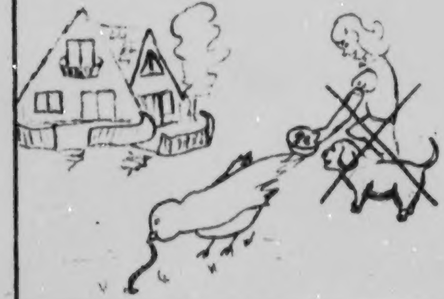
LEVEL III - Factual Comprehension

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
1- 03-07-01 Draws lines to connect pictures of objects of associative pairs from an arranged series of pictures.	1- Draw a line between the pictures that go together. 	1- 1. Ideal Tape 2715-2 worksheet 2716-2-1 2. Ideal Transparency 2719 #1 chart 2 3. Ideal Chart 2710 #2 4. Ideal Pictures for Peg boar #2711 5. Scholastic Reaching Up, Master 2-36 Cards 5-2, G 1 6. 6 skill sheets
2- 03-07-02 Answers orally factual questions about a short story read by the teacher.	2- Listen to the story while I read. Mrs. Rabbit took some warm rolls out of a pan. She put butter on them. "I will take a basket of rolls to Mrs. Goose," said Mrs. Rabbit. 1. What did Mrs. Rabbit take out of the pan? 2. What did Mrs. Rabbit put on the rolls? 3. Who will get the basket of rolls?	2- 1. EDL Listen and Think, auditory readiness. TM, p. 15,16 (Scru nizing Detail #7) 2. SRA Listening Skills Program Int. II A Cassette 3 3. 5 skill sheets

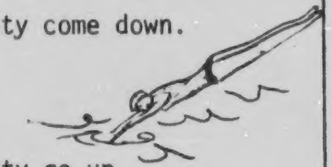
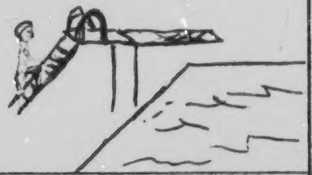
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- Draw a line between the pictures that go together. 	1- 1. Ideal Tape 2715-2 worksheet 2716-2-1 2. Ideal Transparency 2719 #1 chart 2 3. Ideal Chart 2710 #2 4. Ideal Pictures for Peg board #2711 5. Scholastic Reaching Up, Master 2-36 Cards 5-2, G 17 6. 6 skill sheets	1-
t her.	2- Listen to the story while I read. Mrs. Rabbit took some warm rolls out of a pan. She put butter on them. "I will take a basket of rolls to Mrs. Goose," said Mrs. Rabbit. 1. What did Mrs. Rabbit take out of the pan? 2. What did Mrs. Rabbit put on the rolls? 3. Who will get the basket of rolls?	2- 1. EDL Listen and Think, auditory readiness. TM, p. 15,16 (Scrutinizing Detail #7) 2. SRA Listening Skills Program Int. II A Cassette 3 3. 5 skill sheets	2-

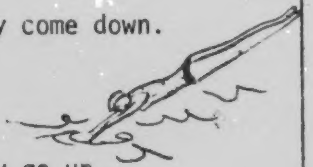
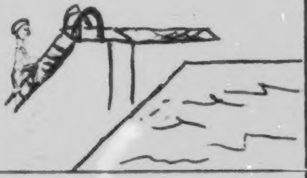
LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 03-07-03 Identifies the picture which corresponds to a sentence dictated by the teacher.	3- Put an X on the picture that goes with the sentence. "The girl is feeding her pet" 	3- 1. 5 skill sheets
4- 03-07-04 Identifies which of the three words fits the context of a written sentence when the words used are from the child's level or from the READ Vocabulary State III.	4- Circle the correct word. "Here I go," said Bill. "Here I go for a fast ____________." away [✓ ride] said	4- 1. Scholastic Reaching Up, Master 2-40, card G 27 2. Scholastic Reaching Higher Master 3-21 3. 5 skill sheets

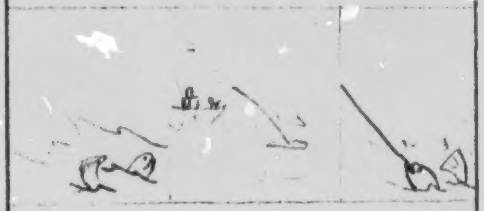
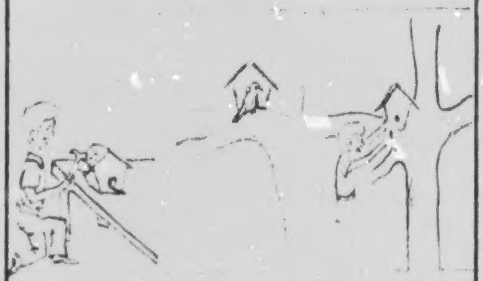
	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
he	3- Put an X on the picture that goes with the sentence. "The girl is feeding her pet" 	3- 1. 5 skill sheets	3-
e on- ence e or ry	4- Circle the correct word. "Here I go," said Bill. "Here I go for a fast ____________." away [✓ ride] said	4- 1. Scholastic Reaching Up, Master 2-40, card G 27 2. Scholastic Reaching Higher. Master 3-21 3. 5 skill sheets	4-

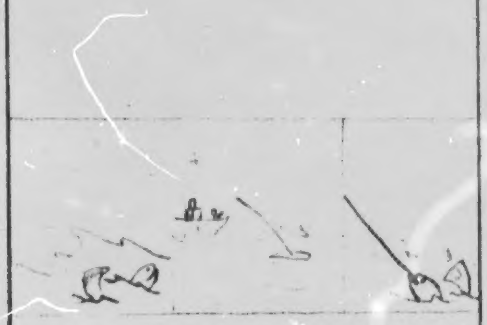
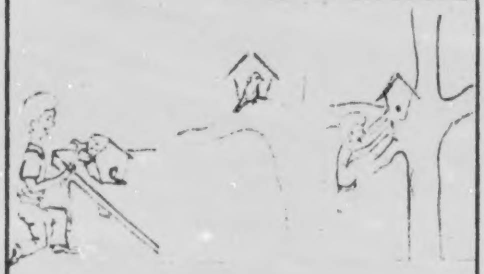
LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 03-07-05 Identifies the details of a sentence by matching them to a picture.	5- Draw a line from the sentence to the picture. See Betty come down.  See Betty go up. 	5- 1. Scholastic Reaching Up Master 2-39, Card G - 15 2. Scholastic Reaching Highe Master 3-18 3. 6 skill sheets
6- 03-07-06 Finds the sentence in a given selection which contains the answer to a printed questions of simple recall.	6- Read this story and answer the question. See the boy. [✓ The boy can run.] He can run fast. "Circle what the boy can do"	6- 1. SRA Listening Skills Pro IC #'s 9, 10 (Topic) 2. SRA Listening Skills Pro IC #'s 3, 4 (Recall) 3. 5 skill sheets

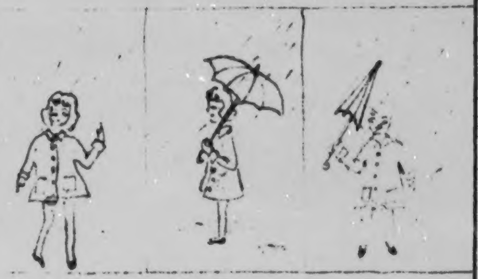
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Draw a line from the sentence to the picture. See Betty come down.  See Betty go up. 	5- 1. Scholastic Reaching Up Master 2-39, Card G - 15 2. Scholastic Reaching Higher, Master 3-18 3. 6 skill sheets	5-
6- Read this story and answer the question. See the boy. The boy can run. He can run fast. "Circle what the boy can do"	6- 1. SRA Listening Skills Program IC #'s 9, 10 (Topic) 2. SRA Listening Skills Program IC #'s 3, 4 (Recall) 3. 5 skill sheets	6-

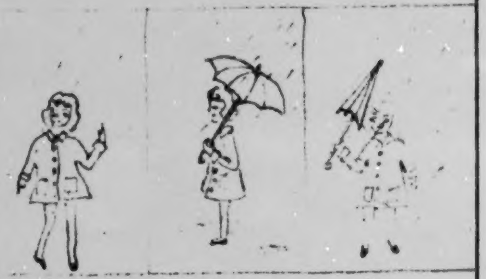
LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 03-07-07 Tells a story when given a sequence of 3 or 4 pictures.	7- Tell this story. 	7- 1. Milton Bradley "Picture Sequence Cards" # 7524 2. Ideal Tape #2715-3 worksheet #2716-3-2 3. Ideal Transparency 2719 #3 chart 6 4. Ideal Chart 2710 # 6 5. 5 skill sheets
8- 03-07-08 Arranges three or more pictures in correct time sequence going from left to right.	8- Arrange the pictures so that the pictures tell a story in the order that they would happen. 	8- 1. EDL Listen and Think, auditor readiness, TM, pp. 26,27 (sequence # 12) 2. Ideal Tape 2715-3 worksheet 2716-3-2 3. Random House Skilpacer (ye #5 4. Instructo Activity Kit #1015 "Let's Learn Sequence" 5. Milton Bradley "Picture Seque Cards" #7524 6. Ideal Sequence Pictures for Peg board # 2713 7. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Tell this story. 	7- 1. Milton Bradley "Picture Sequence Cards" # 7524 2. Ideal Tape #2715-3 worksheet #2716-3-2 3. Ideal Transparency 2719 #3 chart 6 4. Ideal Chart 2710 # 6 5. 5 skill sheets	7-
8- Arrange the pictures so that the pictures tell a story in the order that they would happen. 	8- 1. EDL Listen and Think, auditory readiness, TM, pp. 26,27 (sequence # 12) 2. Ideal Tape 2715-3 worksheet 2716-3-2 3. Random House Skilpacer (yellow) #5 4. Instructo Activity Kit #1015 "Let's Learn Sequence" 5. Milton Bradley "Picture Sequence Cards" #7524 6. Ideal Sequence Pictures for Peg board # 2713 7. 5 skill sheets	8-

LEVEL III - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 03-07-09 Numbers related pictures in a logical sequence.	9- Look at the pictures, place a numer (1,2,3) under the picture so that it tells the logical sequence of the story.  1 3 2	9- 1. EDL Listen and Think, TM pp. (Sequence 12) 2. Scholastic Reaching Up, Master 2-43, Cards G-30, 32 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Look at the pictures, place a numer (1,2,3) under the picture so that it tells the logical sequence of the story.  1 3 2	9- 1. EDL Listen and Think, TM pp. 26,27 (Sequence 12) 2. Scholastic Reaching Up, Master 2-43, Cards G-30,32 3. 5 skill sheets	9-

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 04-07-01 Identifies words from a specified word list which form an associated pair.	1- Draw a line between the two words that go together. from ball bat coat	1- 1. Ideal Transparency Set 2719 2. 5 skill sheets
2- 04-07-02 Copies a word or phrase from a printed selection which answers a direct recall question.	2- Read the story and answer the question. Here comes Mark. He has a red balloon in his hand. It is pretty. What did Mark have in his hand? red balloon	2- 1. SRA Listening Skills Progra IC #'s 3,4 (Recall) 2. Scholastic Reaching Up, Master 2-41, Card G 27 3. Scholastic Reaching Higher Master 3-23 4. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw a line between the two words that go together. from ball bat coat	1- 1. Ideal Transparency Set 2719-1 2. 5 skill sheets	1-
2- Read the story and answer the question. Here comes Mark. He has a red balloon in his hand. It is pretty. What did Mark have in his hand? red balloon	2- 1. SRA Listening Skills Program IC #'s 3,4 (Recall) 2. Scholastic Reaching Up, Master 2-41, Card G 27 3. Scholastic Reaching Higher Master 3-23 4. 6 skill sheets	2-

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 04-07-03 **Selects the correct response which requires the recall of facts concerning a specific selection read orally or silently.**	3- Read the story. Mark ran to call Grandfather. "Grandfather! Grandfather!" he called. "Sparky wants something to eat. Please go to the store with me. I want to get some dog food for Sparky." Circle the sentences which are about the story. [✓ 1. Mark wanted Grandfather to go to the store with him.] 2. Mark wanted to get some candy from the store. [✓ 3. Sparky is a dog.]	3- 1. Random House Skilpacer (yellow) #4 2. SRA Listening Skill Program Int. II A Cassette #3 3. Scholastic Reaching Up, Master 2-42, Card G 27 4. 6 skill sheets
4- 04-07-04 **Given three titles, identifies or selects the best title for a story read silently.**	4- Read the story. Draw a line under the best name for the story. Daddy said, "Come here, Bill." "What do you want?" said Bill. "Get ready to work," said Daddy. "Ricky wants a little car. You can help me make it." A Car For Bill Daddy Makes a Boat [✓ Something for Ricky]	4- 1. Scholastic Reaching Up, Master 2-46, Card G-6, 16, 25, 29 2. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the story. Mark ran to call Grandfather. "Grandfather! Grandfather!" he called. "Sparky wants something to eat. Please go to the store with me. I want to get some dog food for Sparky." Circle the sentences which are about the story. [✓ 1. Mark wanted Grandfather to go to the store with him.] 2. Mark wanted to get some candy from the store. [✓ 3. Sparky is a dog.]	3- 1. Random House Skilpacer (yellow) #4 2. SRA Listening Skill Program Int. II A Cassette #3 3. Scholastic Reaching Up, Master 2-42, Card G 27 4. 6 skill sheets	3-
4- Read the story. Draw a line under the best name for the story. Daddy said, "Come here, Bill." "What do you want?" said Bill. "Get ready to work,"said Daddy. "Ricky wants a little car. You can help me make it." A Car For Bill Daddy Makes a Boat Something for Ricky	4- 1. Scholastic Reaching Up, Master 2-46, Card G-6, 16, 25, 29 2. 5 skill sheets	4-

LEVEL IV - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 04-07-05 Identifies the characters in a short story after it has been read silently.	5- Read the story. Lunch With Linda One day Miss Brown came to lunch. She came to eat lunch with Linda. "My,my! said Miss Brown. What a good lunch this is." "Thank you,"said Linda. I am happy you like it. And now I have a surprise for you. I will go and get it." Who is in the story? Linda Miss Brown	5- 1. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
rs lt	5- Read the story. Lunch With Linda One day Miss Brown came to lunch. She came to eat lunch with Linda. "My,my: said Miss Brown. What a good lunch this is." "Thank you,"said Linda. I am happy you like it. And now I have a surprise for you. I will go and get it." Who is in the story? Linda Miss Brown	5- 1. 5 skill sheets	5-

LEVEL V - Factual Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 05-07-01 Reads and follows two and three written directions.	1- Read the directions in each box and do what they tell you. Make three cookies. Make the cookies square. Make the cookies brown.	1- 1. SRA Listening Skills Prog Int. II A Cassette #4 2. SRA Listening Skills Prog Int. II b Cassette #3 3. Random House Skilpacer - (yellow) #2, 14 4. 5 skill sheets
2- 05-07-02 Reads a simple story and selects a word or phrase in a multiple choice exercise to complete sentences.	2- Read the story. Draw a line under the word that belongs in the sentence. It was a birthday party. The children were playing games. Mother came in with a cake with candles. There were __________ on the cake. candles party hats boys	2- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the directions in each box and do what they tell you. Make three cookies. Make the cookies square. Make the cookies brown.	1- 1. SRA Listening Skills Program Int. II A Cassette #4 2. SRA Listening Skills Program Int. II b Cassette #3 3. Random House Skilpacer (yellow) #2, 14 4. 5 skill sheets	1-
2- Read the story. Draw a line under the word that belongs in the sentence. It was a birthday party. The children were playing games. Mother came in with a cake with candles. There were ________ on the cake. candles party hats boys	2- 1. 5 skill sheets	2- 1. SRA Read Lab Ia, Ib, Ic aqua and purple cards 1-20 (How well did you read?)

LEVEL V - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 05-07-03 Following the silent reading of a short selection; answers yes or no to main idea and detail questions.	3- Will Runs Away In the zoo a mother bear had three baby bears named Brown, Black, and Will. Brown and Black were good bears. They always did everything their mother told them. Will was not so good. Once he climbed the fence of his cage at the zoo. Up, up he went. Then he called, "Mother! I cannot get down!" One day Will wanted to get out of his cage. When the man came with the bears' dinner, Will was waiting. The man opened the door. He was busy getting the food ready. Will ran out the door. Away went the little bear. He ran to the far corner of the zoo grounds. Will was afraid to go outside the zoo fence. He stood there and cried for his mother. The zoo man held Will's paw and took him back to his cage. "You have run far anough," said the man. "Now you be a good little bear. Don't run away again!" Did Mother bear have 2 babies? NO Was Will a good bear? NO Did Will cry for his mother? YES	3- 1. SRA Listening Skills Progra INT. II A Cassette #1,8 2. Random House Skilpacer (yellow) #4 3. Scholastic Reaching Higher Master 3-25, Card s-3-13,1 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Will Runs Away In the zoo a mother bear had three baby bears named Brown, Black, and Will. Brown and Black were good bears. They always did everything their mother told them. Will was not so good. Once he climbed the fence of his cage at the zoo. Up, up he went. Then he called, "Mother! I cannot get down!" One day Will wanted to get out of his cage. When the man came with the bears' dinner, Will was waiting. The man opened the door. He was busy getting the food ready. Will ran out the door. Away went the little bear. He ran to the far corner of the zoo grounds. Will was afraid to go outside the zoo fence. He stood there and cried for his mother. The zoo man held Will's paw and took him back to his cage. "You have run far enough," said the man. "Now you be a good little bear. Don't run away again!" Did Mother bear have 2 babies? NO Was Will a good bear? NO Did Will cry for his mother? YES	3- 1.SRA Listening Skills Program INT. II A Cassette #1,8 2. Random House Skilpacer (yellow) #4 3. Scholastic Reaching Higher Master 3-25, Card s-3-13,17 4. 5 skill sheets	3-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4- 05-07-04 Picks out details from a story or written selection which answers who, what and where.	4- Read the story and answer the questions. The Sled Tom rides. He goes fast on his sled. He rides down the hill. Who was in the story? Tom What did he ride? sled Where did he go? down the hill	4- 1. Random House Skilpacer (yellow) #4 2. 4 skill sheets
5- 05-07-05 Puts in order sequentially a group of three sentence strips after listening to an oral story.	5- Listen to the story of Pancake Man. After listening put these word strips in order. A. The Little Old Lady made a Pancake Man B. The fox ate the Pancake Man C. The Little Old Man	5- 1. Ideal Transparency Set 2719 2. Random House Skilpacer (yellow) #5 3. SRA Listening Skills Progra INT. II A Cassettes 5,6 INT. II B Cassette 4 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- Read the story and answer the questions. The Sled Tom rides. He goes fast on his sled. He rides down the hill. Who was in the story? Tom What did he ride? sled Where did he go? down the hill	4- 1. Random House Skilpacer (yellow) #4 2. 4 skill sheets	4-
5- Listen to the story of Pancake Man. After listening put these word strips in order. A, The Little Old Lady made a Pancake Man B, The fox ate the Pancake Man C, The Little Old Man	5- 1. Ideal Transparency Set 2719-3 2. Random House Skilpacer (yellow) #5 3. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 4. 5 skill sheets	5-

LEVEL VI - Factual Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 06-07-01 Completes in written form a statement based directly on the content of material read in a short selection.	1- Read this story, and then complete the sentence below. Peter wanted Mike to learn to bring the ball back to him. Peter would throw the ball. Then he would talk to Mike. He would call, "Get the ball!" Peter wanted Mike to bring the ball.	1- 1. Random House Skilpacer (yellow)#10 2. 5 skill sheets
2- 06-07-02 From a story or written selection pick out details which tell when and how.	2- Read the following story and underline the correct answer. Sally and Bob went on a picnic early Saturday morning. They drove to the lake in the new car they had bought last week. 1. When did they go on a picnic? Saturday morning Saturday afternoon 2. How did they go? Walked to the lake Drove to the lake	2- 1. Random House Skilpacer (yellow) #4 2. Scholastic Reaching Forward Master 4-22, S-4-10, S-4-23 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read this story, and then complete the sentence below. Peter wanted Mike to learn to bring the ball back to him. Peter would throw the ball. Then he would talk to Mike. He would call, "Get the ball!" Peter wanted Mike to bring the ball.	1- 1. Random House Skilpacer (yellow)#10 2. 5 skill sheets.	1-
2- Read the following story and underline the correct answer. Sally and Bob went on a picnic early Saturday morning. They drove to the lake in the new car they had bought last week. 1. When did they go on a picnic? Saturday morning Saturday afternoon 2. How did they go? Walked to the lake Drove to the lake	2- 1. Random House Skilpacer (yellow) #4 2. Scholastic Reaching Forward, Master 4-22, S-4-10, S-4-23 3. 5 skill sheets	2-

LEVEL VI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-07-03 Choose answers to factual questions after reading a short informative selection.	3- Read the story. Read the questions and circle the right answers. Judy has some new toys. One was a tiny green frog. Judy could make the frog jump. The other toys were geese that made a funny sound. Who had some new toys? Mark [✓ Judy]	3- 1. Random House Skilpacer (yellow) #4 2. 5 skill sheets
4- 06-07-04 From a short story, numbers sequentially a group of three or four sentences.	4- Read the story and number the sentences in the order they happened. Jane listened to a noise outdoors. It was the milkman bringing milk to Jane's house. Jane went to get the milk. She took it to Mother. Then she ate breakfast. What happened first: What happened next: What happened last: __2__ Jane took the milk to Mother. __1__ Jane listened to a noise. __3__ Jane ate breakfast.	4- 1. SRA Listening Skills Progr INT. II A Cassettes 5,6 INT. II B Cassette 4 2. Scholastic Reaching Up, Master 2-44, Cards G-30,32 3. Scholastic Reaching Higher Master 3-24 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the story. Read the questions and circle the right answers. Judy has some new toys. One was a tiny green frog. Judy could make the frog jump. The other toys were geese that made a funny sound. Who had some new toys? Mark [✓ Judy]	3- 1. Random House Skilpacer (yellow) #4 2. 5 skill sheets	3- 1. SRA Read Lab Ia, Ib, Ic, orange cards 1-20 (How well did you read?)
4- Read the story and number the sentences in the order they happened. Jane listened to a noise outdoors. It was the milkman bringing milk to Jane's house. Jane went to get the milk. She took it to Mother. Then she ate breakfast. What happened first: What happened next: What happened last: 2 Jane took the milk to Mother. 1 Jane listened to a noise. 3 Jane ate breakfast.	4- 1. SRA Listening Skills Program INT. II A Cassettes 5,6 INT. II B Cassette 4 2. Scholastic Reaching Up, Master 2-44, Cards G-30,32 3. Scholastic Reaching Higher Master 3-24 4. 5 skill sheets	4-

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE (3)		
1- 07-07-01 Selects from 3 or 4 responses the correct answer to factual questions after reading an informative selection.	1- Read the story and answer the questions. A Pet Raccoon A raccoon can be a very fine pet. When he is not scared of people, he will have fun. He will even learn to sit up and roll over just like a puppy. He can hold things because his paws are like little hands. When he holds food in his paws, he looks like a little robber having breakfast. A pet raccoon can use his paws to take things he should not have, too. One pet raccoon liked to climb up on people and take things from their pockets. 1. What animal can be a very fine pet? raccoon puppy robber	1- 1. Scholastic Reaching Up, Master 2-42, Card G-27 2. Scholastic Reaching Forwar Master 4-20 3. 5 skill sheets

1- Read the story and answer the questions. A Pet Raccoon A raccoon can be a very fine pet. When he is not scared of people, he will have fun. He will even learn to sit up and roll over just like a puppy. He can hold things because his paws are like little hands. When he holds food in his paws, he looks like a little robber having breakfast. A pet raccoon can use his paws to take things he should not have, too. One pet raccoon liked to climb up on people and take things from their pockets. 1. What animal can be a very fine pet? raccoon puppy robber	1- 1. Scholastic Reaching Up, Master 2-42, Card G-27 2. Scholastic Reaching Forward, Master 4-20 3. 5 skill sheets	1- 1. SRA Read Lab Ia, Ib, Ic, olive cards 1-20 (How well did you read?)

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 07-07-02 Writes answers to factual questions requiring recall of facts from an informative selection.	2- Read the paragraph and write in the correct answer. We use stars in our flag to stand for the heavens. The stripes stand for the rays of the sun. There are 13 red and white stripes. This number does not change. 1. On our flag, the stars stand for the heavens. 2. There are 13 stripes on our flag.	2- 1. SRA Listening Skills Progra INT. II-A Cassette 7,8 2. Scholastic Reaching Up, Master 2-47, Cards G-6,16, 3. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
al all	2- Read the paragraph and write in the correct answer. We use stars in our flag to stand for the heavens. The stripes stand for the rays of the sun. There are 13 red and white stripes. This number does not change. 1. On our flag, the stars stand for the heavens. 2. There are 13 stripes on our flag.	2- 1. SRA Listening Skills Program INT. II A Cassette 7,8 2. Scholastic Reaching Up, Master 2-47, Cards G-6,16,25,29 3. 5 skill sheets	2-

LEVEL VII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 07-07-03 Selects from four responses the best meaning of a given phrase.	3- The Cornfield One morning some of the corn was gone from Bob and Bill's garden. They had worked hard to grow the corn. Now someone had been in the field and had taken some of it. The boys ran to the big field to tell their father. He stopped the tractor and listened to them. After hearing their story he said, "We'll make a trap for the robber." "Can our dog catch the rpbber?" asked Bob. "No, the robber already knows about our dog," said Father. "He has taken your corn without being seen or heard by the dog." Choose the best meaning for the underlined phrase. without being seen a. he couldn't see b. he saw someone c. they could not hear him [✓ d. he was not seen by anyone]	3- 1. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- The Cornfield One morning some of the corn was gone from Bob and Bill's garden. They had worked hard to grow the corn. Now someone had been in the field and had taken some of it. The boys ran to the big field to tell their father. He stopped the tractor and listened to them. After hearing their story he said, "We'll make a trap for the robber." "Can our dog catch the rpbber?" asked Bob. "No, the robber already knows about our dog," said Father. "He has taken your corn without being seen or heard by the dog." Choose the best meaning for the underlined phrase. without being seen a. he couldn't see b. he saw someone c. they could not hear him [✓ d. he was not seen by anyone]	3- 1. 5 skill sheets	3-

LEVEL VIII - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 08-07-01 After reading a poem, selects the main idea from four responses.	1- Read the poem and mark the correct answer. I try to say "Oh, pardon me." And "thank you" just as carefully. This poem is mainly about: horses scouts manners mountains	1- 1. SRA Listening Skill Progra Int. II A Cassettes 7,8 2. Random House Skilpacer (red) #1 3. 5 skill sheets
2- 08-07-02 Reads a selection and answers questions under timed conditions.	2- Read the following in one minute, then answer the question about it. Many buffaloes lived on the grassy plains. Each year the Indians killed some buffaloes for their winter food. They could kill quite a number of buffaloes at once by driving them over a cliff. Why did the Indians kill buffaloes? For their winter food.	2- 1. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the poem and mark the correct answer. I try to say "Oh, pardon me." And "thank you" just as carefully. This poem is mainly about: horses scouts manners mountains	1- 1. SRA Listening Skill Program Int. II A Cassettes 7,8 2. Random House Skilpacer (red) #1 3. 5 skill sheets	1-
2- Read the following in one minute, then answer the question about it. Many buffaloes lived on the grassy plains. Each year the Indians killed some buffaloes for their winter food. They could kill quite a number of buffaloes at once by driving them over a cliff. Why did the Indians kill buffaloes? For their winter food.	2- 1. 6 skill sheets	2- 1. SRA Reading Lab Ia, Ib, Ic, (blue) 1-20 (How well did you read?) not timed.

LEVEL VIII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 08-07-03 Lists in order of their occurence the main events of a selection.	3- Read the paragraph below. Then number the sentences under the paragraph in the order in which they happened. Debbie likes to watch T.V. One day she watched a program where some children were singing. First the boys sang a song. Then the girls sang a song. Last the boys and girls sang together. 1 Debbie listened to the guys sing a song. 3 The boys and girls sang together. 2 She listened to the girls sing a song.	3- 1. EDL Listen and Think: C, Tape Lesson 3, Recognizing Sequence. 2. SRA Listening Skills Progra INT. IIB Cassette 4. 3. Scholastic Reaching Forwar Master 4-21, Cards s-4-2 4. 12 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the paragraph below. Then number the sentences under the paragraph in the order in which they happened. Debbie likes to watch T.V. One day she watched a program where some children were singing. First the boys sang a song. Then the girls sang a song. Last the boys and girls sang together. 1 Debbie listened to the guys sing a song. 3 The boys and girls sang together. 2 She listened to the girls sing a song.	3- 1. EDL Listen and Think: C, Tape Lesson 3, Recognizing Sequence. 2. SRA Listening Skills Program INT. IIB Cassette 4. 3. Scholastic Reaching Forward, Master 4-21, Cards s-4-2 4. 12 skill sheets	3-

LEVEL IX - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 09-07-01 Identifies a given selection as fiction or non-fiction by its contents and gives details to support the answer.	1- Read a story to decide if the story is true or not true. Then list the facts or reasons for your choice.	1- 7 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read a story to decide if the story is true or not true. Then list the facts or reasons for your choice.	1- 7 skill sheets	1- 1. Harper-Row Crossroads wk.book pp. 10-11

LEVEL IX - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 09-07-02 Selects from 4 responses the best meaning of a given phrase.	2- The Cro-Magnons Twenty or thirty thousand years ago, during a period of history called the Old Stone Age, the Cro-Magnon people made their homes in caves. As you grow older and read more widely about prehistoric times, you may be surprised to discover that there were many different kinds of cave men and that they lived thousands of years apart. The first Cro-Magnons were very tall and averaged over six feet in height. They were deep chested and broad-shouldered. Their faces were broad with powerful jaws and strong chins. They were able to run very fast and were very strong. They were the finest of all the cave men tribes. The Cro-Magnons lived in deep caverns in the part of Europe which is now called France and Spain. The caves extended far back into the hillsides and were sometimes on different levels. Many of them were high up on the sides of steep cliffs facing the Mediterranean Sea. Select the best answer : The Cro-Magnon man:	2- 1. Audio Progress Reading Lab Level 4, Tape 5A, Progress Book p. 36 and Tape 6A Progress book p.44 2. 5 skill sheets

a. was very strong
b. lived in France and Spain
c. lived a long time ago
d. Was an ancient cave man who was over six feet tall

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
2- The Cro-Magnons Twenty or thirty thousand years ago, during a period of history called the Old Stone Age, the Cro-Magnon people made their homes in caves. As you grow older and read more widely about prehistoric times, you may be surprised to discover that there were many different kinds of cave men and that they lived thousands of years apart. The first Cro-Magnons were very tall and averaged over six feet in height. They were deep chested and broad-shouldered. Their faces were broad with powerful jaws and strong chins. They were able to run very fast and were very strong. They were the finest of all the cave men tribes. The Cro-Magnons lived in deep caverns in the part of Europe which is now called France and Spain. The caves extended far back into the hillsides and were sometimes on different levels. Many of them were high up on the sides of steep cliffs facing the Mediterranean Sea. Select the best answer : The Cro-Magnon man:	2- 1. Audio Progress Reading Lab, Level 4, Tape 5A, Progress Book p. 36 and Tape 6A Progress book p.44 2. 5 skill sheets	2-

a. was very strong
b. lived in France and Spain
c. lived a long time ago
d. Was an ancient cave man who was over six feet tall

LEVEL X - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 10-07-01 When the main idea of a paragraph is stated, selects the matching paragraph number.	1- 1. Most lions live in Africa, although there are some in Arabia and Persia, the two countries in Asia nearest to Africa. A few lions are also found in a jungle on the west side of India. These lions in Asia are not so large as the African ones. 2. There is also a kind of lion in America, although he has no mane. He is called the puma, but people in the Western states often call him a cougar or mountain lion. He lives mostly in the mountains of the Far West. The puma is very fond of deer flesh and usually avoids men. He is seldom able to attack cattle but sometimes, when pressed by hunger in the winter, he descends from the mountains to the plains and tries to steal sheep from the farms. Like the lions that live in Asia, this American lion is much smaller than the African lion. 3. The African lion is the finest speciman of a lion. He grows to be about three feet six inches high at the shoulders, but his big head stands up a foot higher and makes him look very imposing. His body, without the tail, is about five and a half to six feet long. The African lion is not quite so long as the Bengal tiger. Still, the lion is a splendid speciman of the cat Tribe.	1- 1. SRA Listening Skills Progr INT. II B Cassette 5 2. Random House Skilpacer (red) #1 3. Audio Reading Progress Lab Level 4 Tape 9B, progress book p. 72 4. 8 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- 1. Most lions live in Africa, although there are some in Arabia and Persia, the two countries in Asia nearest to Africa. A few lions are also found in a jungle on the west side of India. These lions in Asia are not so large as the African ones. 2. There is also a kind of lion in America, although he has no mane. He is called the puma, but people in the Western states often call him a cougar or mountain lion. He lives mostly in the mountains of the Far West. The puma is very fond of deer flesh and usually avoids men. He is seldom able to attack cattle but sometimes, when pressed by hunger in the winter, he descends from the mountains to the plains and tries to steal sheep from the farms. Like the lions that live in Asia, this American lion is much smaller than the African lion. 3. The African lion is the finest speciman of a lion. He grows to be about three feet six inches high at the shoulders, but his big head stands up a foot higher and makes him look very imposing. His body, without the tail, is about five and a half to six feet long. The African lion is not quite so long as the Bengal tiger. Still, the lion is a splendid speciman of the cat Tribe.	1- 1. SRA Listening Skills Program INT. II B Cassette 5 2. Random House Skilpacer (red) #1 3. Audio Reading Progress Lab, Level 4 Tape 9B, progress book p. 72 4. 8 skill sheets	1-

LEVEL X Factual Comprension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
1. continued 10-07-01	1.(continued) 4. The lion's mane is composed of long, bushy hair. The hair grows all around his neck and upon his shoulders. It begins to grow when he is three years old and continues to grow till he is about five years old. A shorter growth of hair extends to the under part of the body of those lions that live in the colder regions. 5. A lion cannot stalk his prey near enough to leap upon it. There is a reason for that. Compared with his size, the lion's leap is shorter than that of any other member of the Cat tribe. The farthest that a lion has been known to leap, even with a run, is about thirty feet, whereas a tiger has been seen to leap a distance of forty-eight feet. The lion's body is not meant for leaping far. His chest and forelegs are very strong, but his hind legs are not quite so strong, and in leaping an animal uses his hind legs most. The African lion is described in paragraph: 1 2 [✓ 3] 4 5	1. (continued)

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1.(continued)	1. (continued)	1. (continued)
4. The lion's mane is composed of long, bushy hair. The hair grows all around his neck and upon his shoulders. It begins to grow when he is three years old and continues to grow till he is about five years old. A shorter growth of hair extends to the under part of the body of those lions that live in the colder regions.		
5. A lion cannot stalk his prey near enough to leap upon it. There is a reason for that. Compared with his size, the lion's leap is shorter than that of any other member of the Cat tribe. The farthest that a lion has been known to leap, even with a run, is about thirty feet, whereas a tiger has been seen to leap a distance of forty-eight feet. The lion's body is not meant for leaping far. His chest and forelegs are very strong, but his hind legs are not quite so strong, and in leaping an animal uses his hind legs most.		
The African lion is described in paragraph:		
1 2 [✓ 3] 4 5		

LEVEL X - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 10-07-02 Writes the main idea of a selection of three or more paragraphs when the main idea is stated by the author.	2- Read a story with three or more paragraphs. Write one main idea for the whole selection.	2- 1. SRA Listening Skills Prog Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress La Level 4, Tape 9B, p. 72 4. Scholastic Reaching Beyon Master 6-18, Card S-6-2 5. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ee en ed	2- Read a story with three or more paragraphs. Write one main idea for the whole selection.	2- 1. SRA Listening Skills Program Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress Lab, Level 4, Tape 9B, p. 72 4. Scholastic Reaching Beyond Master 6-18, Card S-6-2 5. 5 skill sheets	2-

LEVEL XI - Factual Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 11-07-01 Lists the main characters and identifies the time and place.	1- After reading a given selection, answer questions such as the following. Write the person's name after the statement which best describes him. He looks very tall stretching up on tip toes Mark. Underline where their story takes place. city country circus Underline when their story takes place. today long ago 1980	1- 1. Audio Reading Progress Lab Level 5, Tape 7A, Progres book p. 52 2. 5 skill sheets
2- 11-07-02 When given two or more conclusions, selects the valid one based on factual evidence in the selection.	2- Chocolate is made from cocoa beans. The tree that produces the beans is found only in warm, moist regions. The beans grow in pods about eight inches long. Men slash the pods off the tree with sharp knives. From the story above, check the correct conclusion. 1. X Chocolate is grown in warm moist regions. 2. ______ Men pick pods off the the ground.	2- 1. Audio Reading Progress L Level 5, Tape 10 A, Pro book p. 76. 2. 8 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- After reading a given selection, answer questions such as the following. Write the person's name after the statement which best describes him. He looks very tall stretching up on tip toes ___Mark___. Underline where their story takes place. city country circus Underline when their story takes place. today long ago 1980	1- 1. Audio Reading Progress Lab, Level 5, Tape 7A, Progress book p. 52 2. 5 skill sheets	1-
he tual ion.	2- Chocolate is made from cocoa beans. The tree that produces the beans is found only in warm, moist regions. The beans grow in pods about eight inches long. Men slash the pods off the tree with sharp knives. From the story above, check the correct conclusion. 1. ___X___ Chocolate is grown in warm moist regions. 2. ______ Men pick pods off the the ground.	2- 1. Audio Reading Progress Lab, Level 5, Tape 10 A, Progress book p. 76. 2. 8 skill sheets	2-

LEVEL XI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 11-07-03 Selects relevant headlines for newspaper articles.	3- Choose the best headline for the news story and write its number above the news story. 1 West German Babies Growing 2 Fire On Plane Blamed in Crash 3 W & J Plans $2.4 million Gymnasium 4 Moscow (note: use Scholastic Magazine or Weekly Reader)	3- 1. 7 skill sheets
4- 11-07-04 Identifies the sequence of action portrayed in a selection.	4- Number the sentences in the order in which they happened in the story. 3 Jill got her turn at bat when it was getting dark. 1 Tommy promised to play with Jill. 4 Tommy kept yelling, "Run!" 5 Jill's run won the game for Tommy's team 2 Tommy promised to give Jill a turn at bat.	4- 1. SRA Listening Skills Prog Int. II B Cassette 4 2. Random House Skilpacers (red) 5, (blue) 5 3. Audio Reading Progress La Level 4, Tape 8B, Progre book p. 64 4. Scholastic Reaching Ahea Master 5-19, Card S-5-16 5. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Choose the best headline for the news story and write its number above the news story. 1 West German Babies Growing 2 Fire On Plane Blamed in Crash 3 W & J Plans $2.4 million Gymnasium 4 Moscow (note: use Scholastic Magazine or Weekly Reader)	3- 1. 7 skill sheets	3- 1. Harper-Row Tradewinds workbook p. 111
4- Number the sentences in the order in which they happened in the story. __3__ Jill got her turn at bat when it was getting dark. __1__ Tommy promised to play with Jill. __4__ Tommy kept yelling, "Run!" __5__ Jill's run won the game for Tommy's team __2__ Tommy promised to give Jill a turn at bat.	4- 1. SRA Listening Skills Program Int. II B Cassette 4 2. Random House Skilpacers (red) 5, (blue) 5 3. Audio Reading Progress Lab, Level 4, Tape 8B, Progress book p. 64 4. Scholastic Reaching Ahead Master 5-19, Card S-5-16 5. 6 skill sheets	4-

LEVEL XII - Factual Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 12-09-01 Identifies the sequence of events in a selection.	1- After reading the story number the events listed in the correct order. (6 events)	1- 1. EDL Listen and Think: D Tape lesson #3, Recognizi Sequence 2. Random House Skilpacer (red) #5 3. SRA Listening Skills Progr Int. II B Cassette 4 4. Audio Reading Progress Lab Level 5, Tape 7A, Progress book p. 52 5. Scholastic Reaching Beyond Master 6-18, Card S-6-2 6. 11 skill sheets
2- 12-09-02 Reads a selection and answers factual questions under timed conditions.	2- Read a selection and answer the provided questions in a given time. How long is the training period for jockeys ____________________ How many jockeys are injured during training? ____________________	2- 1. Random House Skilpacer (red) #4 2. 8 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
e	1- After reading the story number the events listed in the correct order. (6 events)	1- 1. EDL Listen and Think: D Tape lesson #3, Recognizing Sequence 2. Random House Skilpacer (red) #5 3. SRA Listening Skills Program Int. II B Cassette 4 4. Audio Reading Progress Lab, Level 5, Tape 7A, Progress book p. 52 5. Scholastic Reaching Beyond Master 6-18, Card S-6-2 6. 11 skill sheets	1-
ons .	2- Read a selection and answer the provided questions in a given time. How long is the training period for jockeys ____________________ How many jockeys are injured during training? ____________________	2- 1. Random House Skilpacer (red) #4 2. 8 skill sheets	2-

LEVEL XII - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 12-09-03 When the main idea of a paragraph is stated, selects the matching paragraph number.	3- Read the numbered paragraphs and select the paragraph that contains the following main idea. . . .	3- 1. SRA Listening Skills Prog Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress La Level 4, Tape 11B, Progre book p 88 Level 5, Tape 8A, Progres book p. 60 4. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the numbered paragraphs and select the paragraph that contains the following main idea. . . .	3- 1. SRA Listening Skills Program Int. II B Cassette 5 2. Random House Skilpacer (blue) #1 3. Audio Reading Progress Lab, Level 4, Tape 11B, Progress book p 88 Level 5, Tape 8A, Progress book p. 60 4. 5 skill sheets	3-

LEVEL XIII - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 13-09-01 Write an article for a given newspaper headline.	1- Read this newspaper headline. Write an appropriate article.	1- 1. 5 skill sheets
2- 13-09-02 Given a newspaper article with headline, indicate on a prepared list of facts whether or not the facts do or do not justify the headline.	2- Place an X on the statements that justify the headline. X The ship did not have enough life jackets. ____ Only six persons were injured.	2- 1. 7 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ne.	1- Read this newspaper headline. Write an appropriate article.	1- 1. 5 skill sheets	1- 1. Harper-Row Crossroads workbook p. 30-31
cle e he tify	2- Place an X on the statements that justify the headline. _X_ The ship did not have enough life jackets. _____Only six persons were injured.	2- 1. 7 skill sheets	2-

LEVEL XIV - Factual Comprehension

SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
1- 14-07-01 Answers factual questions requiring recall or detail from an informative selection.	1- Read the article carefully, as many times as needed. When you are ready, put the article aside and answer as many questions as you can from memory by selecting the best phrase from four responses. Abdul Aziz lives a very different life from boys and girls in America. His home is in Tunisia, a North African country ruled by France. He and his people are Arabs. They follow the Mohammedan religion, and their name for God is Allah. They have many very firm rules, especially in small villages like Hammamet. For example, a woman must wear a veil over her face and many yards of cloth around her body whenever she goes out of her own house. This makes her look somewhat like a walking bundle. Bedouins, the Arabs who wander about the desert caring for sheep, lead a freer life than the people of the villages. Why does the Mohammedan woman wear veils? a. to cover her face b. to make her look like a walking bundle c. because of very firm rules d. to protect her face	1- 1. Random House Skilpacer (blue) #4 2. Audio Reading Progress Lab, Level 5, Tape 6A progress book p.44 Tape 6 B, progress book p.48 3. Scholastic Reaching Ahead Master 5-18 4. Scholastic Reaching Beyond Master 6-17, Card S-6-10 5. 6 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the article carefully, as many times as needed. When you are ready, put the article aside and answer as many questions as you can from memory by selecting the best phrase from four responses. Abdul Aziz lives a very different life from boys and girls in America. His home is in Tunisia, a North African country ruled by France. He and his people are Arabs. They follow the Mohammedan religion, and their name for God is Allah. They have many very firm rules, especially in small villages like Hammamet. For example, a woman must wear a veil over her face and many yards of cloth around her body whenever she goes out of her own house. This makes her look somewhat like a walking bundle. Bedouins, the Arabs who wander about the desert caring for sheep, lead a freer life than the people of the villages. Why does the Mohammedan woman wear veils?	1- 1. Random House Skilpacer (blue) #4 2. Audio Reading Progress Lab, Level 5, Tape 6A progress book p.44 Tape 6 B, progress book p.48 3. Scholastic Reaching Ahead Master 5-18 4. Scholastic Reaching Beyond Master 6-17, Card S-6-10 5. 6 skill sheets	1-

a. to cover her face
b. to make her look like a walking bundle
c. because of very firm rules
d. to protect her face

LEVEL XV - Factual Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 15-07-01 Given a newspaper article with headline, states whether or not the headline is justified by the facts included in the article.	1- Read the article. Write a few facts to justify the headlines or write a few facts that indicate the headline is not justified.	1- 1. 5 skill sheets
2- 15-07-02 Select from 4 responses the best meaning of given concrete or abstract words in phrases.	2- 1. an antique bureau is: a. a business office b. a chest of drawers c. an establishment d. an employment department 2. sharpened his wits a. came to a point b. a very thin edge c. a keen perception d. impetuous	2- 1. Audio Reading Progress Lab Level 5, Tape 4 B, progre book p. 32 2. 5 skill sheets

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
es - e	1- Read the article. Write a few facts to justify the headlines or write a few facts that indicate the headline is not justified.	1- 1. 5 skill sheets	1-
	2- 1. an antique bureau is: a. a business office b. a chest of drawers c. an establishment d. an employment department 2. sharpened his wits a. came to a point b. a very thin edge c. a keen perception d. impetuous	2- 1. Audio Reading Progress Lab, Level 5, Tape 4 B, progress book p. 32 2. 5 skill sheets	2-

LEVEL XVI - Factual Comprehension

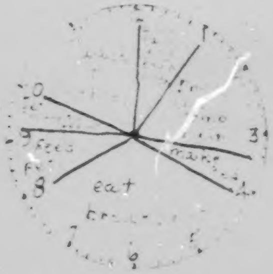
SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 16-07-01 Uses maps to locate various types of factual information.	1- The map on this page is part of a road map. Use it to help you answer the following questions. Underline the true statement: (a) Which of these is a true statement about Highway No. 17? 1. It is a four lane State Highway. 2. It is a paved State Highway. 3. It is a paved county road. 4. It is a paved U.S. Highway. (b) Beston is what direction from Lux? 1. Northwest 2. Northeast 3. Southwest 4. Southeast (c) At which of these towns is there no highway junction? 1. Elms 2. Fulton 3. Galt 4. Nusk	1- 1. Random House Skilpacers (red) #13 (blue) #13 2. Field Enterprises Inc. Transparency "Learning Look-it-Up Skills with an Encyclopedia" #6 3. 6 skill sheets

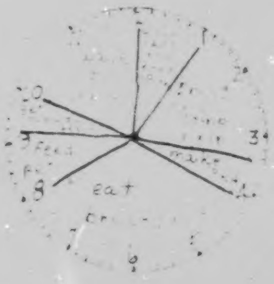
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- The map on this page is part of a road map. Use it to help you answer the following questions. Underline the true statement: (a) Which of these is a true statement about Highway No. 17? 1. It is a four lane State Highway. 2. It is a paved State Highway. 3. It is a paved county road. 4. It is a paved U.S. Highway. (b) Beston is what direction from Lux? 1. Northwest 2. Northeast 3. Southwest 4. Southeast (c) At which of these towns is there no highway junction? 1. Elms 2. Fulton 3. Galt 4. Nusk	1- 1. Random House Skilpacers (red) #13 (blue) #13 2. Field Enterprises Inc. Transparency "Learning Look-it-Up Skills with an Encyclopedia" #6 3. 6 skill sheets	1- 1. Harper-Row Seven Seas workbook pp. 95,96,97

LEVEL XVI - Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 16-07-02 Finds and uses information from graphs, tables, and charts.	2- Use this graph to help you answer the questions: Underline the true statement. a. On which of these days did Mike weigh the least? 1. The first day 2. The 10th day 3. The 20th day 4. The 58th day b. What happened when milk was added to Mike's diet? 1. He started to gain weight on the very first day. 2. His weight doubled the first week. 3. He continued to lose weight for a few days. 4. He stopped losing weight but did not gain immediately. c. How long after the change in diet did it take Mike to catch up to Pat in weight? 1. 3 days 2. 17 days 3. 31 days 4. 37 days	2- 1. Random House Skilpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-up Skills with an Encyclopedia" #7 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
2- Use this graph to help you answer the questions: Underline the true statement. a. On which of these days did Mike weigh the least? 1. The first day 2. The 10th day 3. The 20th day 4. The 58th day b. What happened when milk was added to Mike's diet? 1. He started to gain weight on the very first day. 2. His weight doubled the first week. 3. He continued to lose weight for a few days. 4. He stopped losing weight but did not gain immediately. c. How long after the change in diet did it take Mike to catch up to Pat in weight? 1. 3 days 2. 17 days 3. 31 days 4. 37 days	2- 1. Random House Skilpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-up Skills with an Encyclopedia" #7 3. 5 skill sheets	2- 1. Harper-Row Seven Seas workbook, p. 70, 103

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 16-07-03 Interprets the information given on graphs, tables and charts.	3- Sue hates to get up in the morning. She has found that by planning her time carefully she can sleep until 8:00 o'clock and still get to school by 9:00 o'clock. The drawing below shows how she uses her time.  Study the chart and answer the following questions. a. How many minutes does it take Sue to brush her teeth each morning? [✓ two minutes] five minutes ten minutes b. What time would Sue's pets be eating? [✓ 8:40] 8:50 8:46	3- 1. Random House Skilpacers (red #13) (blue #13) 2. Field Enterprises Inc. Transparency"Learning Look-It-Up" Skills with an Encyclopedia" #7 3. 5 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Sue hates to get up in the morning. She has found that by planning her time carefully she can sleep until 8:00 o'clock and still get to school by 9:00 o'clock. The drawing below shows how she uses her time.  Study the chart and answer the following questions. a. How many minutes does it take Sue to brush her teeth each morning? two minutes five minutes ten minutes b. What time would Sue's pets be eating? [✓ 8:40] 8:50 8:46	3- 1. Random House Skilpacers — (red #13) (blue #13) 2. Field Enterprises Inc. Transparency "Learning Look-It-Up" Skills with an Encyclopedia" #7 3. 5 skill sheets	3- 1. Harper-Row Seven Seas workbook p. 70. 103

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4- 16-07-04 Answers questions using a map when the answers are not directly stated.	4- Use this map to answer the questions below. (a) Where is the junction of State Highway 51 and 7 located? 1. At Jackson 2. At Grant 3. 11 miles Northeast of Jackson 4. 7 miles Northeast of Newton (b) How far is it from Easton to Fairview by the closest route? 1. 60 miles 2. 62 miles 3. 37 miles 4. 49 miles	4- 1. Random House Skilpacer (red) #13 2. Field Enterprises Inc. Transparency Learning Look-It-Up" Skills with a Encyclopedia" #6 3. 7 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- Use this map to answer the questions below. (a) Where is the junction of State Highway 51 and 7 located? 1. At Jackson 2. At Grant 3. 11 miles Northeast of Jackson 4. 7 miles Northeast of Newton (b) How far is it from Easton to Fairview by the closest route? 1. 60 miles 2. 62 miles 3. 37 miles 4. 49 miles	4- 1. Random House Skilpacer (red) #13 2. Field Enterprises Inc. Transparency Learning Look-It-Up" Skills with an Encyclopedia" #6 3. 7 skill sheets	4- 1. Harper-Row Seven Seas workbook pp. 95,96,97

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 16-07-05 Uses material from the content areas (science, health, math, history, geography) to locate facts.	5- Travel at the turn of the nineteenth century was difficult, slow, and dangerous. The best road throughout its course, in the entire country, was the one between Boston and New York; yet the public conveyance which made regular trips with relays of horses usually took an entire week for the journey of roughly 250 miles, even in the most favorable season of the year. The stage was rickety, the horses' harness made of ropes. One team hauled the stage only eighteen miles. The stop for the night was made at ten o'clock, the start next morning at half-past two. Over parts even of this, the finest long highway in the United States, the stage had to struggle against rocks and to escape precipices. The passengers often had to help the driver lift the coach out of the swamp. "I knew not which to admire most in the driver, his fearlessness or his skill", testified one traveler. I cannot understand how he avoided twenty times dashing the carriage to pieces.	5- 1. 9 skill sheets

a. In presenting his picture of travel conditions in the period indicated, the writer is openly

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Travel at the turn of the nineteenth century was difficult, slow, and dangerous. The best road throughout its course, in the entire country, was the one between Boston and New York; yet the public conveyance which made regular trips with relays of horses usually took an entire week for the journey of roughly 250 miles, even in the most favorable season of the year. The stage was rickety, the horses' harness made of ropes. One team hauled the stage only eighteen miles. The stop for the night was made at ten o'clock, the start next morning at half-past two. Over parts even of this, the finest long highway in the United States, the stage had to struggle against rocks and to escape precipices. The passengers often had to help the driver lift the coach out of the swamp. "I knew not which to admire most in the driver, his fearlessness or his skill"; testified one traveler. I cannot understand how he avoided twenty times dashing the carriage to pieces.	5- 1. 9 skill sheets	5-

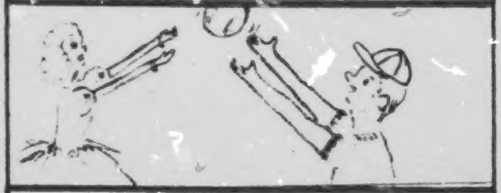
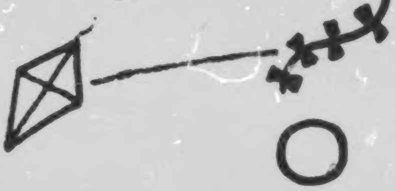
a. In presenting his picture of travel conditions in the period indicated, the writer is openly

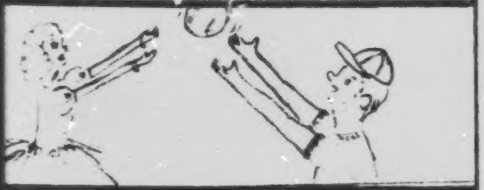
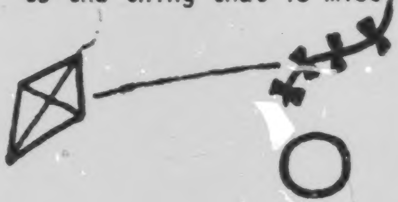
LEVEL XVI Factual Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- continued 16-07-05	5- continued critical of all the following except..... 1. road conditions 2. stagecoaches 3. Horses' harnesses 4. stagecoach drivers b. About how many miles a day did a stage average under the best conditions? 1. 18 2. 25 3. 36 4. 50	5- continued

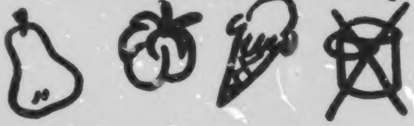
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- continued	5- continued	5-continued
critical of all the following except.....		
1. road conditions		
2. stagecoaches		
3. Horses' harnesses		
4. stagecoach drivers		
b. About how many miles a day did a stage average under the best conditions?		
1. 18 2. 25 3. 36		
4. 50		

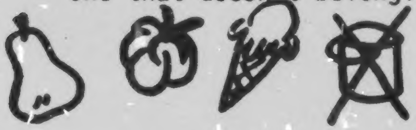
LEVEL I - Inferential Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 01-08-01 Describes orally several things that are happening in a picture.	1- Tell me some things that are happening in the picture.  Child must mention: 1. boy 3. ball 2. girl	1- 1. 5 skill sheets.
2- 01-08-02 Given a picture which is incomplete, indicate which item is necessary to complete the picture.	2- Draw a line from the picture to the thing that is missing. 	2- 1. 2 skill sheets.

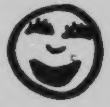
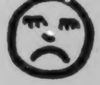
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Tell me some things that are happening in the picture.  Child must mention: 1. boy 3. ball 2. girl	1- 1. 5 skill sheets.	1-
2- Draw a line from the picture to the thing that is missing. 	2- 1. 2 skill sheets.	2-

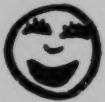
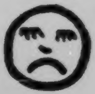
LEVEL I - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 01-08-03 Given a series of four or five pictures, marks the item which does not belong in the series.	3- Look at all the pictures in each row. Then X the one that doesn't belong. 	3- 1. Scholastic Reaching Up, Master 2-36, Cards S-2,G-17. 2. 5 skill sheets.

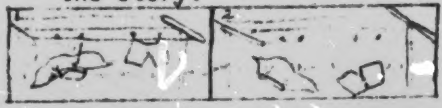
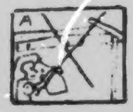
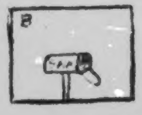
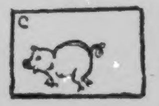
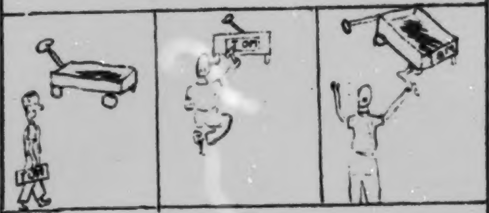
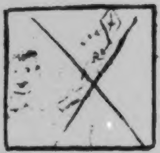
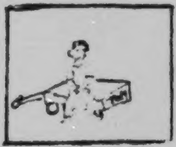
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Look at all the pictures in each row. Then X the one that doesn't belong. 	3- 1. Scholastic Reaching Up, Master 2-36, Cards S-2,G-17. 2. 5 skill sheets.	3-

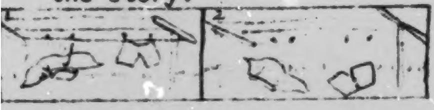
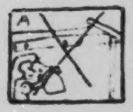
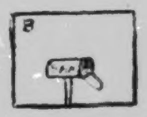
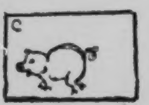
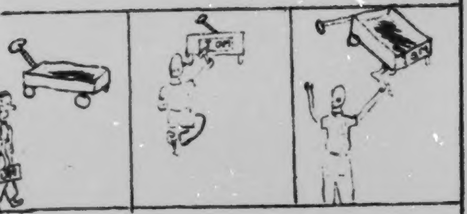
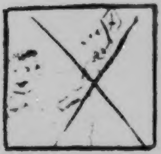
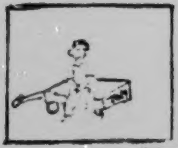
LEVEL II - Interential Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 02-08-01 Responds with an oral interpretation of a story read by the teachers or presented on tape.	1- Listen carefully to this story. Old Red was the oldest dog on the farm. One day he saw Hound-Pup looking unhappy because his ears were too long. Old Red told him not to be sad, because his ears would be just the right size when he became a hound dog. "Tell me what you know about the story." The child must mention: 1. Old Red 2. Hound-Pup 3. ears	1- 1. 5 skill sheets.
2- 02-08-02 Listens to a selection and decides whether it is happy or sad.	2- Listen to this story. Decide if it is happy or sad. Today will be a very busy day for Sally Ann. It is her birthday and she's going to have a big party. After the party Sally Ann's mother and father are going to take her to a drive-in restaurant to have a hamburger and a milkshake. Then her family will go to a movie. If you think the story was happy, mark the happy face. If you think the story was sad, mark the sad face.  	2- 1. 5 skill sheets.

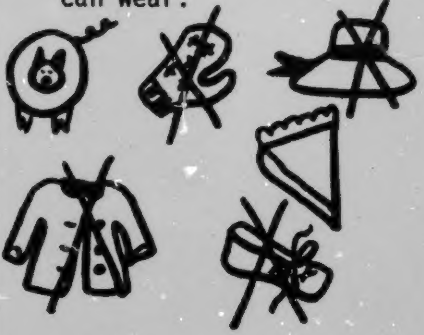
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Listen carefully to this story. Old Red was the oldest dog on the farm. One day he saw Hound-Pup looking unhappy because his ears were too long. Old Red told him not to be sad, because his ears would be just the right size when he became a hound dog. "Tell me what you know about the story." The child must mention: 1. Old Red 2. Hound-Pup 3. ears	1- 1. 5 skill sheets.	1-
2- Listen to this story. Decide if it is happy or sad. Today will be a very busy day for Sally Ann. It is her birthday and she's going to have a big party. After the party Sally Ann's mother and father are going to take her to a drive-in restaurant to have a hamburger and a milkshake. Then her family will go to a movie. If you think the story was happy, mark the happy face. If you think the story was sad, mark the sad face.  	2- 1. 5 skill sheets.	2-

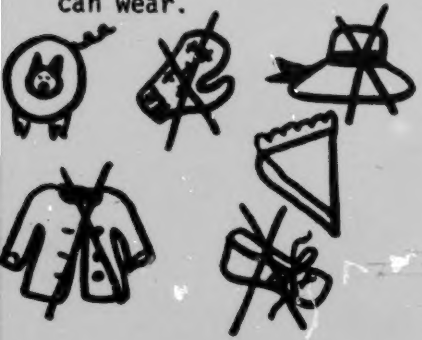
EVEL II - Inferential Comprehension

KILL OBJECTIVE	EXAMPLE	INSTRUCTION
- 02-08-03 Shown a 2 pictured sequence, identifies the logical pictured outcome.	3- Look at the first two pictures that tell a story. X the picture that finishes the story.    	3- 1. 5 skill sheets.
4- 02-08-04 Given a series of 4 or 5 pictures which tell a story, marks the picture which does not belong in the story.	4- Look at all of the pictures. Mark the picture that doesn't belong in the picture story.   	4- 1. 5 skill sheets.

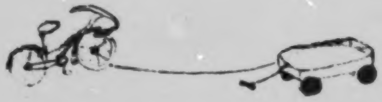
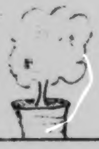
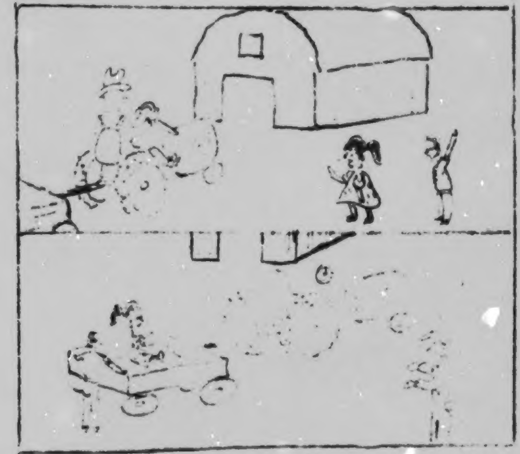
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Look at the first two pictures that tell a story. X the picture that finishes the story.     	3- 1. 5 skill sheets.	3-
4- Look at all of the pictures. Mark the picture that doesn't belong in the picture story.   	4- 1. 5 skill sheets.	4-

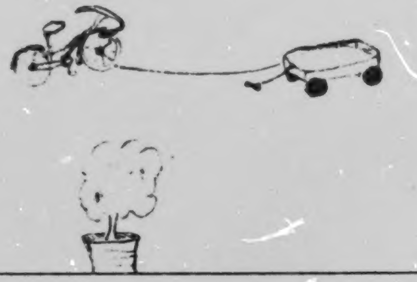
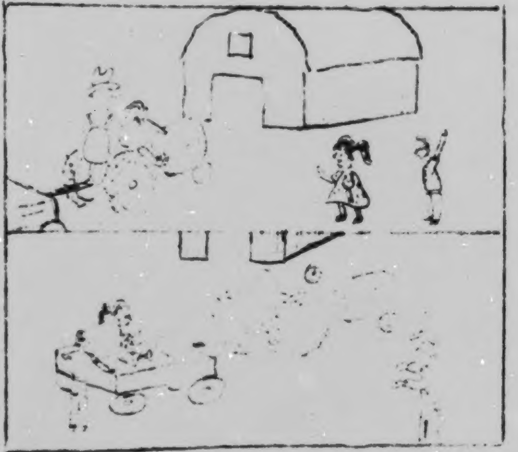
LEVEL II - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 02-08-05 Given a series of pictures, classifies them into given categories.	5- X all the things that people can wear. 	5- 1. EDL Listen and Think, auditory readiness, TM, p. 22 and 23 (classifying #10.) 2. Instructo Activity Kit #1014 "The Classification Game" 3. Ideal Classification Picture for Peg Board #2711. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- X all the things that people can wear. 	5- 1. EDL Listen and Think, auditory readiness, TM, p. 22 and 23 (classifying #10.) 2. Instructo Activity Kit #1014 "The Classification Game" 3. Ideal Classification Picture for Peg Board #2711. 4. 5 skill sheets.	5-

LEVEL III - Inferential Comprehension

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 03-08-01 Matches pictures that show relationships.	1- Draw lines to pictures that belong together.  	1- 1. 5 skill sheets.
2- 03-08-02 Completes orally the outcome of a series of pictures.	2- Look at the pictures and tell what happens next. 	2- 1. SRA Listening Skills Program Primary: Creative Listening. 2. 7 skill sheets.

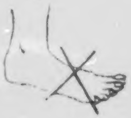
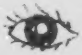
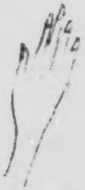
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Draw lines to pictures that belong together. 	1- 1. 5 skill sheets.	1-
2- Look at the pictures and tell what happens next. 	2- 1. SRA Listening Skills Program Primary: Creative Listening. 2. 7 skill sheets.	2-

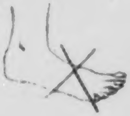
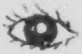
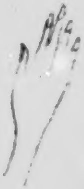
LEVEL III - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 03-08-03 Supplies orally the missing word in a sentence given by the teacher.	3- The teacher reads a sentence omitting one word. Children are to supply the missing word. " The __dog__ barked at the cat."	3- 1. 4 skill sheets.

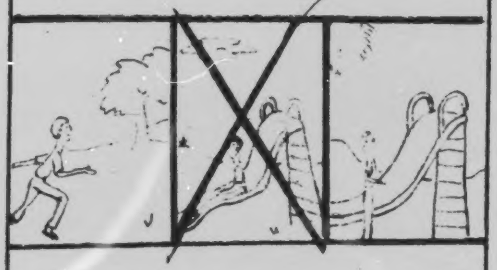
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- The teacher reads a sentence omitting one word. Children are to supply the missing word. " The __dog__ barked at the cat."	3- 1. 4 skill sheets.	3-

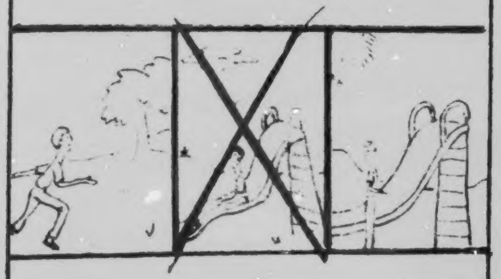
LEVEL IV - Inferential Comprehension

SKILL OBJECTIVE (2)	EXAMPLE	INSTRUCTION
1- 04-08-01 **Matches words to pictures which show abstract relationship.**	1- Mark the picture that goes with the word. shoe   	1- 1. 5 skill sheets.
2- 04-08-02 **After reading a 4 line story or poem, selects the correct response by drawing conclusions.**	2- Mark the box that answers the question. We went to town. Mother wanted some shoes. Tom wanted a kite. Sally and Janet looked and looked. What did Jane get? ☐ kite ☐ shoes ☒ the story does not tell	2- 1. Random House Skilpacer (yell #11. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Mark the picture that goes with the word. shoe   	1- 1. 5 skill sheets.	1-
2- Mark the box that answers the question. We went to town. Mother wanted some shoes. Tom wanted a kite. Sally and Janet looked and looked. What did Jane get? kite shoes [✓ the story does not tell]	2- 1. Random House Skilpacer (yellow) #11. 2. 5 skill sheets.	2-

LEVEL V - Inferential Comprehension

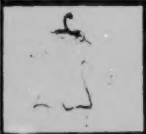
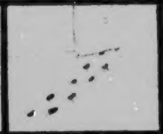
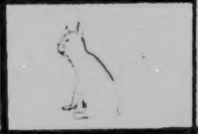
SKILL OBJECTIVE (11)	EXAMPLE	INSTRUCTION
1- 05-08-01 Classifies words into categories.	1- Circle the words that tell what the children can do. [✓ run], bird, [✓ hop], [✓ jump], tree, [✓ pull], [✓ sing], chair	1- 1. Random House Skilpacer (red) #12. 2. Scholastic Reaching Up, Mast 2-37, Cards S-2, G-17. 3. Scholastic Reaching Higher, Master 3-19, Cards S-3,4, 23 4. 5 skill sheets.
2- 05-08-02 Reads three or four sentences and chooses the picture that predicts the outcome.	2- John went to play. He ran to the slide. He climbed to the top. Mark the picture that shows what he did next. 	2- 1. Random House Skilpacer (yell #7. 2. 11 skill sheets.

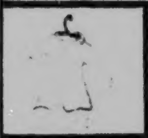
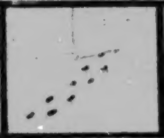
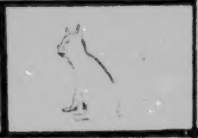
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Circle the words that tell what the children can do. [✓ run], bird, [✓ hop], [✓ jump], tree, [✓ pull], [✓ sing], chair	1- 1. Random House Skilpacer (red) #12. 2. Scholastic Reaching Up, Master 2-37, Cards S-2, G-17. 3. Scholastic Reaching Higher, Master 3-19, Cards S-3,4, 23. 4. 5 skill sheets.	1-
2- John went to play. He ran to the slide. He climbed to the top. Mark the picture that shows what he did next. 	2- 1. Random House Skilpacer (yellow) #7. 2. 11 skill sheets.	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 05-08-03 Determines which selections deal with reality and which deal with fantasy. (Real and make-believe)	3- Make a R after the poem that is real. Make an F after the poem which is fantasy. Down By the Sea We like to run and hop and skip, My puppy and I We like to look out at the blue, blue sea, And up at the blue, blue sky. R The Owl It was night, and the owl in the tree said, "I think I will fly out to the sea. F	3- 1. Scholastic Reaching Up, Mas 2-49. 2. Scholastic Reaching Higher, Master 3-26. 3. 7 skill sheets.
05-08-04 Matches words to words hich show abstract re- ationships.	4- Mark the word in the box that goes with the word beside the number 1. floor [✓ rag] coat paper 2. happy hear [✓ smile] head	4-1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Make a R after the poem that is real. Make an F after the poem which is fantasy. Down By the Sea We like to run and hop and skip, My puppy and I We like to look out at the blue, blue sea, And up at the blue, blue sky. R The Owl It was night, and the owl in the tree said, "I think I wil fly out to the sea. F	3- 1. Scholastic Reaching Up, Master 2-49. 2. Scholastic Reaching Higher, Master 3-26. 3. 7 skill sheets.	3-
4- Mark the word in the box that goes with the word beside the number 1. floor [✓ rug] coat paper 2. happy hear [✓ smile] head	4-1. 5 skill sheets.	4-

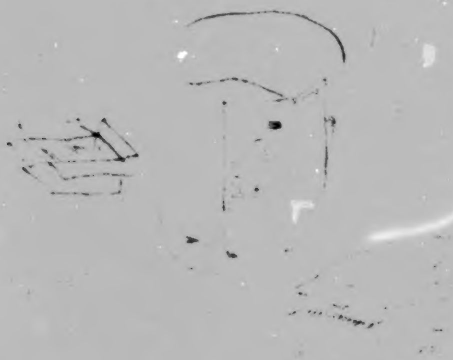
LEVEL V - Interential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 05-08-05 **Matches sentences to pictures which show abstract relationship.**	5- Mark the picture that goes with the sentence. Ann said, "The cat has been out in the rain again."   	5- 1. Random House Skilpacer (yellow) #13. 2. 5 skill sheets.
6- 05-08-06 **Matches sentences to words which show abstract relationships. (cause/effect)**	6- Mark the word in the box that goes with the sentence. 1. He is in bed on a school day. mad [✓ sick] Tom 2. I can't see now. read [✓ dark] hear	6- 1. Random House Skilpacer (yellow) #8. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Mark the picture that goes with the sentence. Ann said, "The cat has been out in the rain again." 	5= 1. Random House Skilpacer (yellow) #13. 2. 5 skill sheets.	5-
6- Mark the word in the box that goes with the sentence. 1. He is in bed on a school day. mad [✓ sick] Tom 2. I can't see now. read [✓ dark] hear	6- 1. Random House Skilpacer (yellow) =8. 2. 5 skill sheets.	6-

LEVEL V - Inferential

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 05-08-07 Matches sentences to words which show abstract relationships.	7- Mark the word in the box that goes with the sentence. We ate something good. table teeth [✓ candy]	7- 1. 5 skill sheets.
8- 05-08-08 Matches paragraphs to pictures which show abstract relationships.	8- Circle the picture that goes with the sentence. It is almost time for Mother to get dinner ready. 	8- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Mark the word in the box that goes with the sentence. We ate something good. table teeth [✓ candy]	7- 1. 5 skill sheets.	7-
8- Circle the picture that goes with the sentence. It is almost time for Mother to get dinner ready. 	8- 1. 5 skill sheets.	8-

LEVEL V - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 05-08-09 After reading a sentence or story, selects the correct response by drawing conclusions from time responses.	9- Mark the correct answer. When will we go to lunch? in the evening at noon tomorrow	9- 1. Ideal Transparency 2719 #5. 2. Random House Skilpacer (yellow) #11. 3. 6 skill sheets.
10- 05-08-10 After reading a 3 line paragraph, selects the rhyming word which shows an abstract relationship.	10- Read the paragraph and mark the rhyming word. You say sun I say play you say . . . . . man fun can	10- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Mark the correct answer. When will we go to lunch? in the evening [✓ at noon] tomorrow	9- 1. Ideal Transparency 2719 #5. 2. Random House Skilpacer (yellow) #11. 3. 6 skill sheets.	9-
10- Read the paragraph and mark the rhyming word. You say sun I say play you say . . . . . man [✓ fun] can	10- 1. 5 skill sheets.	10-

LEVEL V - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
11- 05-08-11 After reading a two or three paragraph story, selects the correct response by drawing conclusions.	11- Daddy took Bill fishing on his birthday. They fished for a long time. But they did not catch a fish. Before long Bill began to get very hungry. "It must be about lunchtime," said Daddy. "If you are hungry let's eat." Draw a line under the right ending. 1. they went home 2. they brought a lunch 3. they went swimming	11- 1. Random House Skilpacer (yellow) #11. 2. 10 skill sheets.

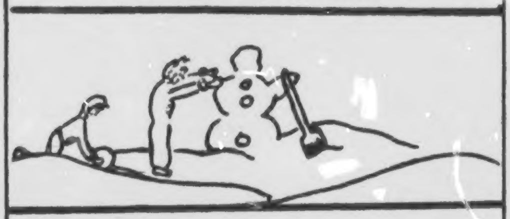
EXAMPLE	INSTRUCTION	SUPPLEMENTAL
11- Daddy took Bill fishing on his birthday. They fished for a long time. But they did not catch a fish. Before long Bill began to get very hungry. "It must be about lunchtime," said Daddy. "If you are hungry let's eat." Draw a line under the right ending. 1. they went home 2. they brought a lunch 3. they went swimming	11- 1. Random House Skilpacer (yellow) #11. 2. 10 skill sheets.	11-

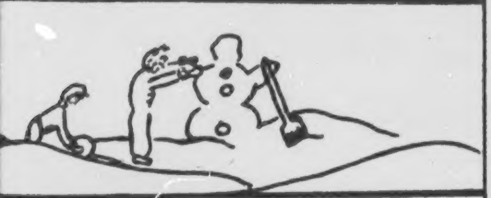
LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 06-08-01 Reads a poem or short story and indicates the mood expressed as happy, sad, or funny.	1- Read the poem. School is over. Oh, what fun! Lessons finished; play begun. Circle the word which tells the mood of the selection. funny sad [✓ happy]	1- 1. EDL Listen and Think:B Tape Session #12, Feelings. 2. 5 skill sheets.
2- 06-08-02 Matches paragraphs to words which show abstract relationships.	2- Read the paragraph and circle the word below that best completes the story. In the morning it was cold but in the afternoon it was hot. The little girl wore her coat to school and home again. When she got home she was very hot. The little girl was smart [✓ silly] jolly	2- 1. Random House Skilpacer (yello #15. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the poem. School is over. Oh, what fun! Lessons finished; play begun. Circle the word which tells the mood of the selection. funny sad [✓ happy]	1- 1. EDL Listen and Think:B Tape Session #12, Feelings. 2. 5 skill sheets.	1-
2- Read the paragraph and circle the word below that best completes the story. In the morning it was cold but in the afternoon it was hot. The little girl wore her coat to school and home again. When she got home she was very hot. The little girl was smart [✓ silly] jolly	2- 1. Random House Skilpacer (yellow) #15. 2. 6 skill sheets.	2-

LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 06-08-03 **Writes a short description of a picture telling what is seen.**	3- Write about the picture  Two children are making a snowman.	3- 1. 5 skill sheets.
4- 06-08-04 **Reads a story, and selects from multiple choices, the main idea that is implied by the author.**	4- Read the story and draw a line under the phrase that tells what the story is about. Jack and Ben went up a hill. The boys had a race with two toy airplanes. Away zoomed the airplanes. Away ran the boys. This story is about. . . . a funny ride airplane rides the airplane race	4- 1. Random House Skilpacer (yellow)#1. 2. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Write about the picture  Two children are making a snowman.	3- 1. 5 skill sheets.	3- 1. Pictures from Understanding Our Feelings. 2. Pictures from HolT Reinhart&Winston Words and Action.
4- Read the story and draw a line under the phrase that tells what the story is about. Jack and Ben went up a hill. The boys had a race with two toy airplanes. Away zoomed the airplanes. Away ran the boys. This story is about. . . . a funny ride airplane rides the airplane race	4- 1. Random House Skilpacer (yellow)#1. 2. 8 skill sheets.	4-

LEVEL VI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 06-08-05 **Reads a sentence or sentences silently and writes what may happen next.**	5- Read the sentences and write in your own words what may happen next. Bob wants some apples. They are at the top of the tree. What will Bob do? Climb the tree. ________________	5- 1. EDL Listen and Think, auditory readiness, TM, p. 3 (Predicting Outcomes: #14). 2. Random House Skilpacer (yellow) #7. 3. Scholastic Reaching Higher, Master 3-24. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Read the sentences and write in your own words what may happen next. Bob wants some apples. They are at the top of the tree. What will Bob do? Climb the tree.	5- 1. EDL Listen and Think, auditory readiness, TM, p. 31. (Predicting Outcomes: #14). 2. Random House Skilpacer (yellow) #7. 3. Scholastic Reaching Higher, Master 3-24. 4. 5 skill sheets.	5-

SKILL OBJECTIVE VII (6)	EXAMPLE	INSTRUCTION
1- 07-08-01 Selects from choices given on a worksheet which events happened in a short story read silently.	1- After reading a story, make an X in the box before the sentence that tells about something that happened in the story.	1- 1. 6 skill sheets
2- 07-08-02 After reading a poem, selects the correct response by drawing conclusions.	2- Whistles I want to learn to whistle. I've always wanted to. I fix my mouth to do it, but The whistle won't come through I think perhaps it's stuck, and so I try it once again. Can people swallow whistles? Where is my whistle them? Dorothy Aldis Circle the best conclusion: [✓ a.] I want to learn to whistle b. The whistle won't come through. c. I try it once again.	2- 1. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- After reading a story, make an X in the box before the sentence that tells about something that happened in the story.	1- 1. 6 skill sheets	1- 1. Harper-Row From Far Away Places pages 44, 54, 89 from workbook.
2- Whistles I want to learn to whistle. I've always wanted to. I fix my mouth to do it, but The whistle won't come through I think perhaps it's stuck, and so I try it once again. Can people swallow whistles? Where is my whistle then? Dorothy Aldis Circle the best conclusion: [✓ a.] I want to learn to whistle b. The whistle won't come through. c. I try it once again.	2- 1. 6 skill sheets.	2-

LEVEL VII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 07-08-03 Selects words or phrases from a poem which illustrates the author's purpose.	3- Purpose: To show how hard it is to whistle. List words or phrases from the poem which show the author's purpose.	3- 1. 5 skill sheets.
4- 07-08-04 After reading a two or three paragraph story, selects the correct response by drawing conclusions.	4- Read and Do It was Saturday and the ground was covered with new white snow. Ted and Tom put on boots and played in the snow. They made a fine, big snowman They put a carrot on for a nose and pebbles for buttons. Along came Mr. Migs with the mail. The boys laughed when Mr. Migs said, "Look at the first snow mailman." Draw a line under the words that tell what Mr. Migs put on the snowman. his boots his cap his mittens	4- 1. 10 skill sheets

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Purpose: To show how hard it is to whistle. List words or phrases from the poem which show the author's purpose.	3- 1. 5 skill sheets.	3-
4- Read and Do It was Saturday and the ground was covered with new white snow. Ted and Tom put on boots and played in the snow. They made a fine, big snowman They put a carrot on for a nose and pebbles for buttons. Along came Mr. Migs with the mail. The boys laughed when Mr. Migs said, "Look at the first snow mailman." Draw a line under the words that tell what Mr. Migs put on the snowman. his boots his cap his mittens	4- 1. 10 skill sheets	4- 1. Harper-Row From Far Away Places workbook page 66.

LEVEL VII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 07-08-05 After reading a poem, matches rhyming words when the rhyming elements are spelled differently i.e. sky, high.	5- Read Whistles IC VII 6, Verse 1. Choose the word which rhymes with the "through" in line 4: do so to but	5- 1. 6 skill sheets
6- 07-08-06 Selects the main idea of one paragraph by circling the best title when given three possibilities.	6- Read and do Bobby woke early. He was happy because it was the first day of school. He jumped out of bed. He dressed as fast as he could. Then he ran to the kitchen. He said, "Good morning" to his father, mother, and sister. Circle the best title: Pet Day at School [✓ The First Day of School] Summer Fun	6- 1. EDL Listen and Think: C, tape lesson 2, (Identifying Main Idea). 2. Random House Skilpacer (Yellow) #1. 3. Scholastic Reaching Higher, Master 3-25, Cards S-3-13, 4. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Read Whistles IC VII 6, Verse 1. Choose the word which rhymes with the "through" in line 4: do so [✓ to] but	5- 1. 6 skill sheets	5- 1. Roberts English Boo A, pages 143-144.
6- Read and do Bobby woke early. He was happy because it was the first day of school. He jumped out of bed. He dressed as fast as he could. Then he ran to the kitchen. He said, "Good morning" to his father, mother, and sister. Circle the best title: Pet Day at School [✓ The First Day of School] Summer Fun	6- 1. EDL Listen and Think: C, tape lesson 2, (Identifying Main Idea). 2. Random House Skilpacer (Yellow) #1. 3. Scholastic Reaching Higher, Master 3-25, Cards S-3-13, 17 4. 8 skill sheets.	6-

LEVEL VIII - Inferential Comprehension

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 08-08-01 Identifies cause and effect relationships in a selection.	1- After reading the paragraph, write in the space provided, why Mary cried. Mary cried because the children laughed at her. The children laughed at her because she fell off her chair. Because the children laughed at her.	1- 1. EDL Listen and Think, auditory readiness, TM, p.2 (Cause and Effect: #13). 2. Random House Skilpacer (red #8. 3. SRA Listening Skills Progra Int. IIA, Cassette 9. 4. 8 skill sheets.
2- 08-08-02 After reading an idiomatic expression in a story or poem, selects the word or phrase that means the same..	2- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house." In this story, "picking up the house" means: a. making the bed b. running around the house c. cleaning the house of clutter d. painting the house	2- 1. Random House Skilpacer (Yellow) #3. 2. Scholastic Reaching Higher, Master 3-27, Cards S-3-7,11 3. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- After reading the paragraph, write in the space provided, why Mary cried. Mary cried because the children laughed at her. The children laughed at her because she fell off her chair. Because the children laughed at her.	1- 1. EDL Listen and Think, auditory readiness, TM, p.29 (Cause and Effect: #13). 2. Random House Skilpacer (red) #8. 3. SRA Listening Skills Program Int. IIA, Cassette 9. 4. 8 skill sheets.	1-
2- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house." In this story, "picking up the house" means: a. making the bed b. running around the house c. cleaning the house of clutter d. painting the house	2- 1. Random House Skilpacer (Yellow) #3. 2. Scholastic Reaching Higher, Master 3-27, Cards S-3-7,11. 3. 8 skill sheets.	2- 1. SRA IIC Brown, 4,8 12 (part D).

LEVEL VIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 08-08-03 After reading a story, selects the best conclusion from 4 responses when 2 or more responses could be correct.	3- Mark the best answer after reading the selection below. You can watch the sun going down in the evening. It only takes a few minutes to move out of sight. You see the shadows of trees, buildings, and people as the sun goes down. The shadows grow longer and longer. Slowly things become darker, and you cannot see the sun at all. From the story we can decide that: 1. It will soon be dark 2. The animals are looking 3. I am going home 4. No one sees the sun go down.	3- 1. Random House Skilpacer (red #10. 2. Audio Reading Program Lab Level 4 Tape 10A, Progress book page 76. 3. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Mark the best answer after reading the selection below. You can watch the sun going down in the evening. It only takes a few minutes to move out of sight. You see the shadows of trees, buildings, and people as the sun goes down. The shadows grow longer and longer. Slowly things become darker, and you cannot see the sun at all. From the story we can decide that: 1. It will soon be dark 2. The animals are looking 3. I am going home 4. No one sees the sun go down.	3- 1. Random House Skilpacer (red) #10. 2. Audio Reading Program Lab Level 4 Tape 10A, Progress book page 76. 3. 8 skill sheets.	3-

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE (9)	EXAMPLE	INSTRUCTION
1- 09-08-01 Identifies exaggerated phrases and sentences.	1- Put an X before those sentences which are exaggerations: _____ Please put this letter in the mail immediately ____X Dorothy made the pie before I could say Jack Robinson. ____X He ran the course in the twinkling of an eye. _____ We all want a picnic in the park.	1- 1. Scholastic Reaching Forwar Master 4-25, Cards S-4-11, S-4-24. 2. 5 skill sheets.
2- 09-08-02 Selects from choices, words or phrases that describe a character's reactions to a situation.	2- Read each paragraph. Circle the word below that tells how each person felt. "Don't cry Gretel. We will find our way home," Hansel told Gretel. Gretel was : [✓ frightened] glad mad	2- 1. EDL Listen & Think, auditory readiness TM. pages 33,34, (Sharing Feelings: #15.) 2. EDL Listen & Think: C, tap lesson #12 (sharing feeling 3. EDL Listen & Think:D, tape lesson #12, (sharing feelin 4. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Put an X before those sentences which are exaggerations: _____ Please put this letter in the mail immediately __X__ Dorothy made the pie before I could say Jack Robinson. __X__ He ran the course in the twinkling of an eye. _____ We all want a picnic in the park.	1- 1. Scholastic Reaching Forward Master 4-25, Cards S-4-11, S-4-24. 2. 5 skill sheets.	1-
2- Read each paragraph. Circle the word below that tells how each person felt. "Don't cry Gretel. We will find our way home," Hansel told Gretel. Gretel was : [✓ frightened] glad mad	2- 1. EDL Listen & Think, auditory readiness TM. pages 33,34, (Sharing Feelings: #15.) 2. EDL Listen & Think: C, tape lesson #12 (sharing feelings) 3. EDL Listen & Think:D, tape lesson #12, (sharing feelings). 4. 6 skill sheets.	2-

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 09-08-03 After reading a 4 - 8 paragraph story, selects the correct response by drawing conclusions.	3- Little Wolf's father was an important man. He was the leader of the hunters. One day Little Wolf followed the hunters to the forest. When he grew tired, he sat under a tree near the river. He watched the men take the east trail deep into the woods. He would catch up with them soon. Suddenly Little Wolf heard a thud. He saw a young Indian boy in the river. The boy could not swim, and the swift rumbling water was carrying him away. Little Wolf jumped into the water. He pushed and pulled the younger boy to a big rock that stood in the water. Before Little Wolf jumped into the water he knew; a. the boy called for help b. it was dangerous c. he was afraid d. his father would be angry.	3- 1. EDL Listen & Think:C, tap lesson #7 (predicting outcomes). 2. Random House Skilpacer(rec #10. 3. 7 skill sheets.
4- 09-08-04 Selects details from a selection that support a given conclusion.	4- Read a story. From a given conclusion select details to support the conclusion. Jellyfish are dangerous to touch. 1. (His hand stung where the jellyfish touched it,) 2. (He noted that experienced fishermen did not touch the jellyfish.)	4- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Little Wolf's father was an important man. He was the leader of the hunters. One day Little Wolf followed the hunters to the forest. When he grew tired, he sat under a tree near the river. He watched the men take the east trail deep into the woods. He would catch up with them soon. Suddenly Little Wolf heard a thud. He saw a young Indian boy in the river. The boy could not swim, and the swift rumbling water was carrying him away. Little Wolf jumped into the water. He pushed and pulled the younger boy to a big rock that stood in the water. Before Little Wolf jumped into the water he knew: a. the boy called for help b. it was dangerous c. he was afraid d. his father would be angry	3- 1. EDL Listen & Think:C, tape lesson #7 (predicting outcomes). 2. Random House Skilpacer(red) #10. 3. 7 skill sheets.	3-
4- Read a story. From a given conclusion select details to support the conclusion. Jellyfish are dangerous to touch. 1. (His hand stung where the jellyfish touched it,) 2. (He noted that experienced fishermen did not touch the jellyfish.)	4- 1. 5 skill sheets.	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 09-08-05 Classifies advertisements into given categories.	5- Read the phrases below. They are part of advertisement. Put an "A" before the phrases that appeal to adults and a "C" before the phrases that appear to children. _A_ This is the best car insurance in the world. _C_ The hula hoop is found in any toy store.	5- 1. 5 skill sheets.
6- 09-08-06 Selects the word phrase, or sentence which tells the right mood of a story read silently.	6- After reading a story, underline the right word that tells the mood. The story was: exciting scary happy	6- 1. SRA Listening Skills Progra Int. IIb cassette 10. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Read the phrases below. They are part of advertisement. Put an "A" before the phrases that appeal to adults and a "C" before the phrases that appear to children. A This is the best car insurance in the world. C The hula hoop is found in any toy store.	5- 1. 5 skill sheets.	5-
6- After reading a story, underline the right word that tells the mood. The story was: exciting scary happy	6- 1. SRA Listening Skills Program Int. IIb cassette 10. 2. 6 skill sheets.	6-

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 09-08-07 Identifies cause and effect relationships in a poem.	7- Underline the correct ending for the poem. Ink Spot Ink Spot was a skunk, And a pet for Bill. He was lots of fun. He would not sit still. My, Ink Spot could run! And Ink Spot could blink, And Ink Spot could swing, And Ink Spot could wink. Why, Ink Spot would sing And not stop to rest! He had lots of pep, But was he a PEST! You know he could be As still as a fox, But he could jump as fast As a jack-in-the-box. So on Ink Spot's neck Bill hung a tin bell, So what Ink Spot did The bell's ring would tell. by Donald Rasmussen and Lynn Goldberg Ink Spot wore a bell because a. he was a good pet b. he was a pest c. he could sing, swing, blink d. he never stopped to rest	7- 1. SRA Listening Skills Progr Int. IIA cassette #9. 2. 7 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Underline the correct ending for the poem. Ink Spot Ink Spot was a skunk, And a pet for Bill. He was lots of fun. He would not sit still. My, Ink Spot could run! And Ink Spot could blink, And Ink Spot could swing, And Ink Spot could wink. Why, Ink Spot would sing And not stop to rest! He had lots of pep, But was he a PEST! You know he could be As still as a fox, But he could jump as fast As a jack-in-the-box. So on Ink Spot's neck Bill hung a tin bell, So what Ink Spot did The bell's ring would tell. by Donald Rasmussen and Lynn Goldberg Ink Spot wore a bell because a. he was a good pet b. he was a pest c. he could sing, swing, blink d. he never stopped to rest	7- 1. SRA Listening Skills Program Int. IIA cassette #9. 2. 7 skill sheets.	7-

LEVEL IX Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
8- 09-08-08 Answers questions from a fictional selection when the answers are not directly stated in the text.	8- Read the following questions. Look for answers as you read the paragraph. 1. What holiday is it? 2. What happened in Karen's school yesterday? The smell of hot roast turkey drifted through Karen's bedroom. She woke up with a start thinking she was late for school. Then she remembered-- no school today or tomorrow! She thought of all the things she must do today before her cousins came. First there was her Pilgrim costume from yesterday's school play to put away. Then she wanted to help her mother make a special cranberry salad for dinner. Karen could hear her mother working in the kitchen as she jumped out of bed to get ready for the big day.	8- 1. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
a en rect-	8- Read the following questions. Look for answers as you read the paragraph. 1. What holiday is it? 2. What happened in Karen's school yesterday? The smell of hot roast turkey drifted through Karen's bedroom. She woke up with a start thinking she was late for school. Then she remembered-- no school today or tomorrow! She thought of all the things she must do today before her cousins came. First there was her Pilgrim costume from yesterday's school play to put away. Then she wanted to help her mother make a special cranberry salad for dinner. Karen could hear her mother working in the kitchen as she jumped out of bed to get ready for the big day.	8- 1. 5 skill sheets.	8-

LEVEL IX - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 09-08-09 Writes the main idea of a paragraph.	9- Read a one paragraph story and write one main idea.	9- 1. EDL Listen & Think :D, tape lesson #2, (Identifying Main Ideas). 2. Random House Skilpacer(blue) #2. 3. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- Read a one paragraph story and write one main idea.	9- 1. EDL Listen & Think :D, tape lesson #2, (Identifying Main Ideas). 2. Random House Skilpacer(blue) #2. 3. 6 skill sheets.	9-

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE (7)	EXAMPLE	INTRODUCTION
1- 10-08-01 Selects words, sentences, or phrases that are relevant to a specific topic.	1- Mark the phrases that are about the topic. Topic: The first day of the school year. _X_ meeting old friends after a long vacation ___ students get their final report card for the year	1- 1. EDL Listen and Think:C tape lesson 4, Summarizing. 2. Random House Skilpacer (red) #12, (blue #12). 3. Scholastic Reaching Forward, Master M -4-22, Cards S-4-10 4-23. 4. 5 skill sheets.
2- 10-08-02 Identifies similes in a sentence from a list.	2- Simile-Comparison of two things using the words like or as. Underline the phrase that makes each sentence a simile. My hands are: __ smaller than hands __ as warm as toast __ very fat Tommy was so angry that: __ his face turned red __ he walked away __ he roared like a lion	2- 1. Random House Skilpacer (yellow#3), (red #3). 2. 6 skill sheets.

EXAMPLE	INTRODUCTION	SUPPLEMENTAL
1- Mark the phrases that are about the topic. Topic: The first day of the school year. X meeting old friends after a long vacation ___ students get their final report card for the year	1- 1. EDL Listen and Think:C tape lesson 4, Summarizing. 2. Random House Skilpacer (red) #12, (blue #12). 3. Scholastic Reaching Forward, Master M -4-22, Cards S-4-10, 4-23. 4. 5 skill sheets.	1-
2- Simile-Comparison of two things using the words like or as. Underline the phrase that makes each sentence a simile. My hands are: ___ smaller than hands ___ as warm as toast ___ very fat Tommy was so angry that: ___ his face turned red ___ he walked away ___ he roared like a lion	2- 1. Random House Skilpacer (yellow#3), (red #3). 2. 6 skill sheets.	2-

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 10-08-03 Reads a partial story and predicts an outcome. Uses evidence from the story to substantiate the outcome predicted.	3- Read the story. Then underline the best ending for the story. Rick put two more blocks on top of his block tower. The tower was not three feet high. The tower started to sway back and forth. Slowly Rick put another block on top. a. The tower fell down b. The tower got smaller c. Rick played with his airplane. Underline the sentence in the paragraph that supports your choice.	3- 1. EDL Listen & Think: D tape lesson #7. (Predicting outcomes). 2. Random House Skilpacers (re #7, (blue #7). 3. 5 skill sheets.
4- 10-08-04 Identifies author's purpose as informative or entertaining and selects evidence to support that purpose.	4- After reading the story, answer the following: 1. Underline why the story was written. to entertain, to give information 2. Check a reason for the purpose you choose. ______ It is a story about how to sell caps. ______ It is a story about the kind of monkeys that live in trees. __X__ It is a make-believe story about monkeys who play a joke on a cap salesman.	4- 1. EDL Listen & Think:D tape lesson #14, (Recognizing Speaker's purpose). 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the story. Then underline the best ending for the story. Rick put two more blocks on top of his block tower. The tower was not three feet high. The tower started to sway back and forth. Slowly Rick put another block on top. a. The tower fell down b. The tower got smaller c. Rick played with his airplane. Underline the sentence in the paragraph that supports your choice.	3- 1. EDL Listen & Think: D tape lesson #7. (Predicting outcomes). 2. Random House Skilpacers (red #7, (blue #7). 3. 5 skill sheets.	3-
4- After reading the story, answer the following: 1. Underline why the story was written. to entertain, to give information 2. Check a reason for the purpose you choose. _____ It is a story about how to sell caps. _____ It is a story about the kind of monkeys that live in trees. __X__ It is a make-believe story about monkeys who play a joke on a cap salesman.	4- 1. EDL Listen & Think:D tape lesson #14, (Recognizing Speaker's purpose). 2. 6 skill sheets.	4-

LEVEL X - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 10-08-05 Identifies cause and effect relationships by stating which is the cause and which is the effect.	5- After reading the paragraph tell what happened and why it happened. What: Jane fell downstairs. Why: She slipped on the rug at the top of the stairs.	5- 1. EDL Listen & Think: C tape lesson #6, Cause & Effect. 2. SRA Listening Skills Program Int. IIb cassettes 8 &9. 3. Random House Skilpacers (red #8), (blue #8). 4. Audio Reading Progress Lab Level 4 tape 103, Progress book page 80. 5. 5 skill sheets.
6- 10-08-06 After reading a poem, matches rhyming words when the rhyming elements are spelled differently, i.e. sky, high.	6- Once I reach a certain age, I guess I must decide What my place in life will be, So I'll be satisfied. In line 4, "satisfied" is supposed to rhyme with: cried hide lied decide	6- 1. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- After reading the paragraph tell what happened and why it happened. What: Jane fell downstairs. Why: She slipped on the rug at the top of the stairs.	5- 1. EDL Listen & Think: C tape lesson #6, Cause & Effect. 2. SRA Listening Skills Program Int. IIb cassettes 8 &9. 3. Random House Skilpacers (red #8), (blue #8). 4. Audio Reading Progress Lab Level 4 tape 10B, Progress book page 80. 5. 5 skill sheets.	5-
6- Once I reach a certain age, I guess I must decide What my place in life will be, So I'll be satisfied. In line 4, "satisfied" is supposed to rhyme with: cried hide lied decide	6- 1. 6 skill sheets.	6- 1. Roberts English Book A pages 143,14 2. Roberts English Boo D pages 147, 148.

LEVEL X - Interential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 10-08-07 Reads a long story and selects from multiple choices, the main idea that is implied by the author.	7- Only about one fourth of the land in Mexico is really good for farming. The mountains with steep slopes make much of the land difficult to farm. Most of the tools, which the people must use for working the land, are awkward and slow. We can raise large crops in our country, because machines do most of the work and because much of the land is flat. Many areas in Mexico, which are now used for grazing cattle, could be used for farming if there were more rainfall. Mark an X on the sentence that correctly states the main idea. ___ The United States has large plains. ___ Mexico needs more rain. _X_ Little farming is done in Mexico.	7- 1. EDL Listen & Think: D tape lesson 4, (Summarizing) 2. Random HOuse Skilpacer (blue) #2. 3. Audio Reading Progress Level 4, Lab Tape 9B, Progress Book page 72. 4. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Only about one fourth of the land in Mexico is really good for farming. The mountains with steep slopes make much of the land difficult to farm. Most of the tools, which the people must use for working the land, are awkward and slow. We can raise large crops in our country, because machines do most of the work and because much of the land is flat. Many areas in Mexico, which are now used for grazing cattle, could be used for farming if there were more rainfall. Mark an X on the sentence that correctly states the main idea. ___ The United States has large plains. ___ Mexico needs more rain. _X_ Little farming is done in Mexico.	7- 1. EDL Listen & Think: D tape lesson 4, (Summarizing). 2. Random HOuse Skilpacer (blue) #2. 3. Audio Reading Progress Level 4, Lab Tape 9B, Progress Book page 72. 4. 8 skill sheets.	7-

LEVEL XI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
1- 11-08-01 States the author's main purpose and selects evidence to support that purpose.	1- After reading the story, put an X on the line beside the author's purpose. ___ to make you like astronauts. ___ to help you learn about astronauts. List four phrases from the story that support the purpose. 1.______________ 2.______________ 3.______________ 4.______________	1- 1. EDL Listen & Think: C tape lesson #14, (Purpose). 2. Random House Skilpacer (blue) #1. 3. Audio Reading Progress Lab Level 5, Tape 10B Progress book page 80. 4. 5 skill sheets.
2- 11-08-02 Reads a given selection and writes a conclusion based on the information.	2- Read this paragraph; John laid an egg on the shelf. The egg rolled off the kitchen shelf. It fell on the floor and broke. What can you conclude about John? or What can you conclude about the situation?	2- 1. SRA Listening Skills Program Int. IIA cassette #11. 2. Scholastic Reaching Ahead Master 5-17. Card S-5-3. 3. Scholastic Reaching Ahead, Master 5-19, Card S-5-19. 4. Scholastic Reaching Beyond, Master 6-18, Card S-6-2. 5. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- After reading the story, put an X on the line beside the author's purpose. ___ to make you like astronauts. ___ to help you learn about astronauts. List four phrases from the story that support the purpose. 1.________________ 2.________________ 3.________________ 4.________________	1- 1. EDL Listen & Think: C tape lesson #14, (Purpose). 2. Random House Skilpacer (blue) #1. 3. Audio Reading Progress Lab Level 5, Tape 10B Progress book page 80. 4. 5 skill sheets.	1-
2- Read this paragraph; John laid an egg on the shelf. The egg rolled off the kitchen shelf. It fell on the floor and broke. What can you conclude about John? or What can you conclude about the situation?	2- 1. SRA Listening Skills Program Int. IIA cassette #11. 2. Scholastic Reaching Ahead Master 5-17. Card S-5-3. 3. Scholastic Reaching Ahead, Master 5-19, Card S-5-19. 4. Scholastic Reaching Beyond, Master 6-18, Card S-6-2. 5. 5 skill sheets.	2-

LEVEL XI - Interential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 11-08-03 After reading a poem, selects the correct response by drawing abstract conclusions.	3- Fog The fog comes on little cat feet. It sits looking over harbor and city on silent haunches and then, moves on. Carl Sandburg Fog comes in silently because: a. the wind blows it b. it is too high to be heard c. mist has no sound d. it deadens sounds of the city.	3- 1. 6 skill sheets.
4- 11-08-04 After reading a story, selects the best conclusion from four responses when two or more responses could be correct.	4- A driver stood by his delivery truck, looking at the blowout on his front wheel. Then he gazed up and down the straight, flat strip of road. He hoped to see another car that he could send for help. Nobody was in sight, so with a sigh he said, "I shall have to put on that spare tire myself. And it's my own fault. I knew that tire needed to be changed " The spare tire wheel was fastened firmly to the side of the truck. The truck driver spent twenty minutes jerking and pounding before he got it loose.	4- 1. Random House Skilpacer (red) #11. 2. SRA Listening Skills Program Int. IIA, cassette #11. 3. Audio Reading Progress Lab Level 5 Tape 9A, Reading Progress Book p. 68. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Fog The fog comes on little cat feet. It sits looking over harbor and city on silent haunches and then, moves on. Carl Sandburg Fog comes in silently because: a. the wind blows it b. it is too high to be heard c. mist has no sound d. it deadens sounds of the city.	3- 1. 6 skill sheets.	3-
4- A driver stood by his delivery truck, looking at the blowout on his front wheel. Then he gazed up and down the straight, flat strip of road. He hoped to see another car that he could send for help. Nobody was in sight, so with a sigh he said, "I shall have to put on that spare tire myself. And it's my own fault. I knew that tire needed to be changed." The spare tire wheel was fastened firmly to the side of the truck. The truck driver spent twenty minutes jerking and pounding before he got it loose.	4- 1. Random House Skilpacer (red) #11. 2. SRA Listening Skills Program, Int. IIA, cassette #11. 3. Audio Reading Progress Lab Level 5 Tape 9A, Reading Progress Book p. 68. 4. 5 skill sheets.	4-

LEVEL XI Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4 continued	4- continued The hot sun shone down on him, and drifting sand made his eyes sting. But finally the spare wheel was on the truck. As he tossed the old wheel onto the back of the truck, he said, "I'd give a great deal to rest under the broad branches of a shade tree." The best conclusion for this story is: The driver took time out for a rest. The driver was late, so he continued on his way. There was no tree under which he could rest. The man was careless about taking care of his truck.	4- continued

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- continued The hot sun shone down on him, and drifting sand made his eyes sting. But finally the spare wheel was on the truck. As he tossed the old wheel onto the back of the truck, he said, "I'd give a great deal to rest under the broad branches of a shade tree." The best conclusion for this story is: The driver took time out for a rest. The driver was late, so he continued on his way. There was no tree under which he could rest. The man was careless about taking care of his truck.	4- continued	4- continued

LEVEL XII- Interential Comprehension

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION
1- 12-08-01 Reads a story and selects sentences that best describe the plot.	1- After you read the story put an X in front of the sentence that best describes the plot. The Gray Marauder p. 14 ____Two colts went wandering alone. They had several adventures and saw a wolf, then they went back to the herd. ____Two colts ran away from the herd. They explored a gully and got lost. They were finally found by War Paint's mother. _X_Two colts went exploring alone. They were attacked by a large gray wolf and were finally rescued by War Paint's mother.	1- 1. Random House Skilpacer (blue) #1. 2. 6 skill sheets.
2- 12-08-02 Selects statements from a given selection which substantiates conclusions.	2- Read the story and then write some words to support the conclusion below. Ice Hockey is a rough game. ________________ ________________	2- 1. Audio Reading Progress Lab LEVEL 5 Tape 9A, Progress Book page 68. 2. 5 skill sheets.

mprehension

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- After you read the story put an X in front of the sentence that best describes the plot. The Gray Marauder p. 14 ____Two colts went wandering alone. They had several adventures and saw a wolf, then they went back to the herd. ____Two colts ran away from the herd. They explored a gully and got lost. They were finally found by War Paint's mother. _X_ Two colts went exploring alone. They were attacked by a large gray wolf and were finally rescued by War Paint's mother.	1- 1. Random House Skilpacer (blue) #1. 2. 6 skill sheets.	1-
2- Read the story and then write some words to support the conclusion below. Ice Hockey is a rough game. ________________ ________________	2- 1. Audio Reading Progress Lab LEVEL 5 Tape 9A, Progress Book page 68. 2. 5 skill sheets.	2-

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 12-08-03 Selects words or phrases that describe traits of specific characters.	3- Read the story, "The Farmer Astronomer" in Open Highways. Circle the words or phrases that describe Clyde's traits. curious very interesting bored observant lazy ambitious terribly careless	3- 1. EDL Listen & Think:C, tape lesson 10, (Understanding Character). 2. EDL Listen & Think:D tape lesson #10. (Understanding Character). 3. Random House Skilpacers (red #15), (blue#15) 4. Audio Reading Progress Lab, Level 4, tape 9A, Progress Book page 68, and LEVEL 5, tape 9B, Progress book 72. 5. 6 skill sheets.
4- 12-08-04 Identifies and constructs similies.	4- Check the phrase that makes each statement end with a simile. Inside the house it's : ______ nice and warm __X__ as dark as night ______ all burned out Write a simile to complete this sentence. A mouse is as quick as a flash.	4- 1. Random House Skilpacer (red #3. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Read the story, "The Farmer Astronomer" in Open Highways. Circle the words or phrases that describe Clyde's traits. curious very interesting bored observant lazy ambitious terribly careless	3- 1. EDL Listen & Think:C, tape lesson 10, (Understanding Character). 2. EDL Listen & Think:D tape lesson #10. (Understanding Character). 3. Random House Skilpacers (red #15), (blue#15) 4. Audio Reading Progress Lab, Level 4, tape 9A, Progress Book page 68, and LEVEL 5, tape 9B, Progress book 72. 5. 6 skill sheets.	3-
4- Check the phrase that makes each statement end with a simile. Inside the house it's : ______ nice and warm __X__ as dark as night ______ all burned out Write a simile to complete this sentence. A mouse is as quick as a flash.	4- 1. Random House Skilpacer (red) #3. 2. 6 skill sheets.	4- 1. Harper-Row Crossroads workbook pages 98, 101, 107.

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 12-08-05 Selects words, phrases or sentences that are relevant to a specific topic.	5- After reading a story about an alligator hunt, check the words and phrases which suggest the hunt is dangerous. ✓ very bushy ✓ lots of mud ___ dry land	5- 1. Audio Reading Progress Lab Level 5 tape 6B, Progress book page 48. 2. Scholastic Reaching Ahead Master 5-20, Cards S-5-5, S-5-23. 3. Scholastic Reaching Beyond Master 6-19, cards S-6-23, S-6-3, S-6-5. 4. 5 skill sheets.
6- 12-08-06 Determines which given statements are fact and which are opinion.	6- On the line before each sentence, write Fact or Opinion to describe the statement. O 1. My sister is much prettier than I. F 2. The Gettysburg Address was delivered by Abraham Lincoln.	6- 1. EDL Listen & Think:C tape lesson #15, (Fact & Opinio 2. EDL Listen & Think: D tape lesson #15, (Fact & Opinio 3. SRA Listening Skills Progra Int. IIA, cassette 12. 4. SRA Listening Skills Progra Int. IIB, cassette 11. 5. Random House Skilpacer (Yellow) #12. 6. Audio Reading Progress Lab Level 5, tape 11B, Progres Book page 88. 7. Scholastic Reaching Forwar master 4-24. 8. Scholastic Reaching Ahead, master 5-22. 9. Scholastic Reaching Beyond master 6-21. 10. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- After reading a story about an alligator hunt, check the words and phrases which suggest the hunt is dangerous. ✓ very bushy ✓ lots of mud ___ dry land	5- 1. Audio Reading Progress Lab Level 5 tape 6B, Progress book page 48. 2. Scholastic Reaching Ahead Master 5-20, Cards S-5-5, S-5-23. 3. Scholastic Reaching Beyond Master 6-19, cards S-6-23, S-6-3, S-6-5. 4. 5 skill sheets.	5-
6- On the line before each sentence, write Fact or Opinion to describe the statement. O 1. My sister is much prettier than I. F 2. The Gettysburg Address was delivered by Abraham Lincoln.	6- 1. EDL Listen & Think:C tape lesson #15, (Fact & Opinion) 2. EDL Listen & Think: D tape lesson #15, (Fact & Opinion) 3. SRA Listening Skills Program Int. IIA, cassette 12. 4. SRA Listening Skills Program Int. IIB, cassette 11. 5. Random House Skilpacer (Yellow) #12. 6. Audio Reading Progress Lab, Level 5, tape 11B, Progress Book page 88. 7. Scholastic Reaching Forward, master 4-24. 8. Scholastic Reaching Ahead, master 5-22. 9. Scholastic Reaching Beyond master 6-21. 10. 5 skill sheets.	6-

LEVEL XII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 12-08-07 Selects the meaning of a specific phrase when the meaning is inferred but not stated in the selection.	7- Underline the correct response Ann went to the dentist, as many children must. She trembled a little, but he said funny things. He was done in a twinkle, and she felt much better. The underlined phrase means: at a point in a hurry on a shelf	7- 1. SRA LIstening Skills Program Int. IIb, cassette 12. 2. 5 skill sheets.
8- 12-08-08 Identifies cause and effect relationships in a poem.	8- Underline the correct response. Motor Cars From a city window, 'way up high, I like to watch the cars go by. They look like burnished beetles black, That leave a little muddy track Behind them as they slowly crawl. Sometimes they do not move at all But huddle close with hum and drone As though they feared to be alone. They grope their way through fog and night With the golden feelers of their light.	8- 1. SRA Listening Skills Progra Int IIb, cassettes 8-9. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Underline the correct response Ann went to the dentist, as many children must. She trembled a little, but he said funny things. He was done in a twinkle, and she felt much better. The underlined phrase means: at a point in a hurry on a shelf	7- 1. SRA LIstening Skills Program, Int. IIb, cassette 12. 2. 5 skill sheets.	7-
8- Underline the correct response. Motor Cars From a city window, 'way up high, I like to watch the cars go by. They look like burnished beetles black, That leave a little muddy track Behind them as they slowly crawl. Sometimes they do not move at all But huddle close with hum and drone As though they feared to be alone. They grope their way through fog and night With the golden feelers of their light.	8- 1. SRA Listening Skills Program, Int IIb, cassettes 8-9. 2. 5 skill sheets.	8-

LEVEL XII Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
8-continued 12-08-08	8-continued The cars looked like beetles because: they had four wheels they were all black cars the cars were far away	

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
8-continued The cars looked like beetles because: they had four wheels they were all black cars the cars were far away		

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
1- 13-08-01 **Identifies and writes the mood of a selection.**	1- Read the following story . . . What is the mood of this selection? ____________________	1- 1. SRA Listening Skills Prog Int. IIb, cassette 10. 2. Audio Reading Progress La Level 5 tape II A, Progres Book page 84. 3. 5 skill sheets.
2- 13-08-02 **Predicts the content of a selection from the introduction.**	2- Read an introductory paragraph to an article then predict the content of the rest of the article. Write your prediction on the line following the paragraph.	2- 1. Random House Skilpacer (blue) #7. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the following story . . . What is the mood of this selection? ______________________	1- 1. SRA Listening Skills Program Int. IIb, cassette 10. 2. Audio Reading Progress Lab Level 5 tape II A, Progress Book page 84. 3. 5 skill sheets.	1-
2- Read an introductory paragraph to an article then predict the content of the rest of the article. Write your prediction on the line following the paragraph.	2- 1. Random House Skilpacer (blue) #7. 2. 5 skill sheets.	2-

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 13-08-03 Identifies six kinds of propaganda techniques. a. bad names b. glad names c. testimonials d. plain folks e. band wagon f. card stacking	3- Write the number of the type of propaganda used in front of the sentences. 1. bad names 4. band wagon 2. glad names 5. plain folks 3. testimonials 6. card stacking _3_ Suzy Smith says "Don't be fooled by cheap imitations. Do what I do and use Sweets, the family mouthwash." _4_ Join the millions of Americans who have found the refreshing wake up qualities of California orange juice.	3- 1. Wff n' Proof "The Propaganda Game". 2. 13 skill sheets.
4- 13-08-04 Guess the author's purpose and gives evidence to support it.	4- Read the following story . . Write the author's purpose and list 4 phrases or sentences from the story to support your answer. Author's purpose: To show that raising gerbils is fun and educational but it also takes work. 1. Make sure gerbils have enough to eat and drink. 2. Fun to watch. 3. Born with their eyes shut. 4. In 3 months they are fully grown.	4- 1. Audio Reading Progress Lab LEVEL 5, tape 10B, Progres book page 80. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Write the number of the type of propaganda used in front of the sentences. 1. bad names 4. band wagon 2. glad names 5. plain folks 3. testimonials 6. card stacking 3 Suzy Smith says "Don't be fooled by cheap imitations. Do what I do and use Sweets, the family mouthwash." 4 Join the millions of Americans who have found the refreshing wake up qualities of California orange juice.	3- 1. Wff n' Proof "The Propaganda Game". 2. 13 skill sheets.	3-
4- Read the following story . . Write the author's purpose and list 4 phrases or sentences from the story to support your answer. Author's purpose: To show that raising gerbils is fun and educational but it also takes work. 1. Make sure gerbils have enough to eat and drink. 2. Fun to watch. 3. Born with their eyes shut. 4. In 3 months they are fully grown.	4- 1. Audio Reading Progress Lab LEVEL 5, tape 10B, Progress book page 80. 2. 5 skill sheets.	4-

LEVEL XIII - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 13-08-05 Answers questions for a selection when the answers are not stated in the text.	5- Read the story Gold Miners in California and answer the following questions: Most miners had previous mining experience? yes or no A well equipped miner would have the following equipment: saw hammer gold pan axe pick	5- 1. SRA Listening Skills Progra Int. IIb, cassette 12. 2. Audio Reading Progress Lab LEVEL 5, tape 9A, Progress book page 68. 3. 5 skill sheets.
6- 13-08-06 After reading idiomatic expression in a story or poem, selects the word or phrase that means the same.	6- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house." In this story, "picking up the house" means: a. Cleaning the house of clutter b. running around the house c. painting the house d. making the bed	6- 1. Scholastic Reaching Ahead, Master 5-23, cards S-5-18, S -5-11, S-5-12. 2. Scholastic Reaching Beyond Master 6-22, cards S-6-18, S-6-11, S-6-12. 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Read the story Gold Miners in California and answer the following questions: Most miners had previous mining experience? yes or no A well equipped miner would have the following equipment: saw hammer gold pan axe pick	5- 1. SRA Listening Skills Program Int. IIb, cassette 12. 2. Audio Reading Progress Lab LEVEL 5, tape 9A, Progress book page 68. 3. 5 skill sheets.	5-
6- Mrs. Smith, Susan's mother, had gone shopping with several of her lady friends. Susan had slept late and was dressing for the beach when she saw her mother's note. Susan became very angry when she realized she would have to spend her Saturday afternoon "picking up the house." In this story, "picking up the house" means: a. Cleaning the house of clutter b. running around the house c. painting the house d. making the bed	6- 1. Scholastic Reaching Ahead, Master 5-23, cards S-5-18, S -5-11, S-5-12. 2. Scholastic Reaching Beyond, Master 6-22, cards S-6-18, S-6-11, S-6-12. 3. 5 skill sheets.	6- 1. SRA IIC Green, 4, 8, 12 (part D). 2. SRA IIC Red, 4, 8, 12, (part D).

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE (7)	EXAMPLE	INSTRUCTION
1- 14-08-01 Identifies a metaphor in a selection.	1- Place a check beside each sentence that contains a metaphor. _X_ He has a very cutting tongue. ____ He climbed that mountain like a billy goat.	1- 1. Random House Skilpacer (red) #3. 2. 6 skill sheets.
2- 14-08-02 Identifies cause and effect relationships in selections in which either the cause or the effect is implied rather than stated.	2- A cause or effect is stated after each article. Fill in the cause and effect. Ladies and gentlemen, due to condition beyond our control all flights scheduled to land at San Francisco Airport will be rerouted to land at Fresno Air Terminal until the visibility improves. cause: The fog at the San Francisco Airport. effect: The flight will land at the Fresno Air Terminal.	2- 1. EDL Listen & Think:D tape lesson #6, Recognizing Cause and Effect. 2. Random House Skilpacer (blue) #8. 3. SRA Listening Skills Program Int. IIb, cassettes 8,9. 4. Audio Reading Progress Lab Level 5, tape 8B, Progress Book page 64. 5. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Place a check beside each sentence that contains a metaphor. X He has a very cutting tongue. ____ He climbed that mountain like a billy goat.	1- 1. Random House Skilpacer (red) #3. 2. 6 skill sheets.	1-
2- A cause or effect is stated after each article. Fill in the cause and effect. Ladies and gentlemen, due to condition beyond our control all flights scheduled to land at San Francisco Airport will be rerouted to land at Fresno Air Terminal until the visibility improves. cause: The fog at the San Francisco Airport. effect: The flight will land at the Fresno Air Terminal.	2- 1. EDL Listen & Think:D tape lesson #6, Recognizing Cause and Effect. 2. Random House Skilpacer (blue) #8. 3. SRA Listening Skills Program Int. IIb, cassettes 8,9 4. Audio Reading Progress Lab Level 5, tape 8B, Progress Book page 64. 5. 5 skill sheets.	2-

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 14-08-03 Selects words used by author to convey a specific mood in a story or poem.	3- Circle the words in the sentence below which help express the mood the author is trying to present. Harry [✓ stumbled] toward home in the rain, [✓ dragging] his injured leg.	3- 1. SRA Listening Skills Progra Int. IIb, cassette #10. 2. Audio Reading Progress Lab Level 5, tape IIA, Progress Book page 84. 3. 6 skill sheets.
4- 14-08-04 Determines the emotional reaction of a character in a particular situation.	4- Read the selection then circle the word that best tells how Tom felt. "It is the cutest puppy in the whole world," shouted Tom when he saw the little black dog his parents had given him for Christmas. a. angry c. [✓ thrilled] b. unhappy d. flustered	4- 1. Random House Skilpacer (blue) #15. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Circle the words in the sentence below which help express the mood the author is trying to present. Harry [✓ stumbled] toward home in the rain, [✓ dragging] his injured leg.	3- 1. SRA Listening Skills Program Int. IIb. cassette #10. 2. Audio Reading Progress Lab Level 5, tape IIA, Progress Book page 84. 3. 6 skill sheets.	3-
4- Read the selection then circle the word that best tells how Tom felt. "It is the cutest puppy in the whole world," shouted Tom when he saw the little black dog his parents had given him for Christmas. a. angry c. [✓ thrilled] b. unhappy d. flustered	4- 1. Random House Skilpacer (blue) #15. 2. 6 skill sheets.	4-

LEVEL XIV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 14-08-05 After reading a selection involving the use of propaganda identifies the propaganda technique and purpose: Types: glad names band wagon bad names card stacking testimonial plain folk	5- Identify the propaganda technique used in the selection and the purpose of it. Attention all Homemakers who want a beaming family. Gourmet Foods presents the tastiest Mexican Casserole. All you do is cook the meat, add the delicious prepared sauce, and pop it into the oven. Then sit back and collect the glowing praises. 1. What is the author's purpose? To sell the Mexican Casserole. 2. Circle the propaganda technique used by the author. bad names testimonial band wagon glad names plain folk card stacking 3. How does this selection affect you? I would try the new casserole.	5- 1. Wff 'n Proof " The Propogan Game". 2. 6 skill sheets.
6- 14-08-06 Identifies and states the bias of an author in a given selection.	6- Identify and state the bias of the author of the selection I do not believe there should be any rules about the clothes I wear to school. Adults wear many different types of clothing. Students should be allowed to dress as they please and wear their hair the way they wish.	6- 1. 6 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ing	5- Identify the propaganda technique used in the selection and the purpose of it. Attention all Homemakers who want a beaming family. Gourmet Foods presents the tastiest Mexican Casserole. All you do is cook the meat, add the delicious prepared sauce, and pop it into the oven. Then sit back and collect the glowing praises. 1. What is the author's purpose? To sell the Mexican Casserole. 2. Circle the propaganda technique used by the author. bad names testimonial band wagon glad names plain folk card stacking 3. How does this selection affect you? I would try the new casserole.	5- 1. Wff 'n Proof " The Propoganda Game". 2. 6 skill sheets.	5-
he en	6- Identify and state the bias of the author of the selection. I do not believe there should be any rules about the clothes I wear to school. Adults wear many different types of clothing. Students should be allowed to dress as they please and wear their hair the way they wish.	6- 1. 6 skill sheets.	6- 1. Harper-Row Seven Seas workbook p. 124.

LEVEL XIV Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
6- continued 14-08-06	6-continued What is the bias of the author? It sounds as though the author is a student who wants to dress the way he wishes.	6-continued

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
6-continued What is the bias of the author? It sounds as though the author is a student who wants to dress the way he wishes.	6-continued	6-continued

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 14-08-07 **Writes information from a story to support a given conclusion.**	7- Read this article Mrs. Brown was surprised by the number of headaches she had at work. She noticed that she had a headache every time she went near Suzy Black. Suzy wore a strong perfume. The perfume gave Mrs. Brown a headache. She asked Suzy to change her perfume at work. Suzy stopped using the perfume at work and Mrs. Brown did not have anymore headaches. CONCLUSION Suzy liked Mrs. Brown and wanted to continue working for her. Write in your own words information from the story that supports this conclusion. Suzy stopped using the perfume at work.	7- 1. Audio Reading Progress Lab Level 5, tape 6B, Progress book page 48. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- Read this article Mrs. Brown was surprised by the number of headaches she had at work. She noticed that she had a headache every time she went near Suzy Black. Suzy wore a strong perfume. The perfume gave Mrs. Brown a headache. She asked Suzy to change her perfume at work. Suzy stopped using the perfume at work and Mrs. Brown did not have anymore headaches. CONCLUSION Suzy liked Mrs. Brown and wanted to continue working for her. Write in your own words information from the story that supports this conclusion. Suzy stopped using the perfume at work.	7- 1. Audio Reading Progress Lab Level 5, tape 6B, Progress book page 48. 2. 5 skill sheets.	7-

LEVEL XV - Inferential Comprehension

SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
1- 15-08-01 Classifies advertisement according to type of propaganda and gives evidence to support the classification. Types: glad names bad names testimonial band wagon card stacking plain folk	1- Read the following advertisements and answer the question. Mark Spitz, U.S. Olympic swimmer, speaks out: The goals of most athletes I know are to make the 1968 Olympic team, and to win a gold medal for the U.S.A. (Mark, described as the "most versatile swimmer in the world today," won 5 gold medals in the Pan American Games last summer!) The basic elements of physical fitness are the same for everyone: Plenty of rest, exercise, and well-balanced meals. Skipping important foods throws your diet off balance and can result in poor physical condition. That's one reason I try to have milk with every meal. (taken from American Dairy Assoc.) Classify the advertisement above according to type of propaganda. Testimonial Explain why you classified the advertisement as you did.______________	1- 1. Wff 'n Proof "The Propaganda Game" 2. 5 skill sheets.

____

____

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Read the following advertisements and answer the question. Mark Spitz, U.S. Olympic swimmer, speaks out: The goals of most athletes I know are to make the 1968 Olympic team, and to win a gold medal for the U.S.A. (Mark, described as the "most versatile swimmer in the world today," won 5 gold medals in the Pan American Games last summer!) The basic elements of physical fitness are the same for everyone: Plenty of rest, exercise, and well-balanced meals. Skipping important foods throws your diet off balance and can result in poor physical condition. That's one reason I try to have milk with every meal. (taken from American Dairy Assoc.) Classify the advertisement above according to type of propaganda. Testimonial Explain why you classified the advertisement as you did.____________________ ______________________________ ______________________________	1- 1. Wff 'n Proof "The Propaganda Game" 2. 5 skill sheets.	1-

LEVEL XV Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 15-08-02 Given the author's purpose writes statements which are relevant to his purpose	2- Read the author's purpose and selection. Then list several statements that bring out his purpose. Author's purpose: To give information about the Wright Brothers first flight. ____________________ ____________________ ____________________	2- 1. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
pose ch urpose	2- Read the author's purpose and selection. Then list several statements that bring out his purpose. Author's purpose: To give information about the Wright Brothers first flight. ________ ________ ________	2- 1. 5 skill sheets.	2- 1. Harper-Row Seven Seas workbook page 128.

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 15-08-03 States whether and why given conclusions are or are not valid as based on the evidence in a particular selection.	3- After reading the selection about the Union Army, answer the following: The southern Army had inadequate transportation facilities when compared to the north. Valid or invalid?________ Why? __________________	3- 1. 5 skill sheets.
4- 15-08-04 Given statements, identifies which are inferential and which are factual conclusions based on the evidence in a selection.	4- In the following excerpts, distinguish between those statements which are inferential and those which are factual. The sentences are numbered so that you can write down the numbers of the sentences in each category. Inferential statement____ ____________________ Factual statement_______ ________________________	4- 1. SRA Listening Skills Progra Int. IIb, casette 12. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- After reading the selection about the Union Army, answer the following: The southern Army had inadequate transportation facilities when compared to the north. Valid or invalid?________ Why? ________________	3- 1. 5 skill sheets.	3-
4- In the following excerpts, distinguish between those statements which are inferential and those which are factual. The sentences are numbered so that you can write down the numbers of the sentences in each category. Inferential statement____ ________________ Factual statement________ ________________	4- 1. SRA Listening Skills Program Int. IIb, casette 12. 2. 6 skill sheets.	4- 1. Harper-Row Seven Seas workbook pages 113, 114.

LEVEL XV - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 15-08-05 States one author's point of view in specific material and compares it with that of another author's writing on the same topic.	5- Read two selections on the same topic and write a comparison of the author's view point. Suggestion. Use two magazines or newspaper articles with contrasting viewpoint.	5- 1. 4 skill sheets.
6- 15-08-06 Identifies and forms metaphors.	6- Check the phrases that are metaphors. _X_ a copper sky ____ cold as ice ____ a heart of stone ____ hard as a rock Write a metaphor: __________	6- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- Read two selections on the same topic and write a comparison of the author's view point. Suggestion: Use two magazines or newspaper articles with contrasting viewpoint.	5- 1. 4 skill sheets.	5-
6- Check the phrases that are metaphors. _X_ a copper sky ____ cold as ice ____ a heart of stone ____ hard as a rock Write a metaphor: __________ ____________________	6- 1. 5 skill sheets.	6- 1. Harper-Row Crossroads workbook pages 101, 107.

LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 16-08-01 After reading a poem, selects the correct response by drawing abstract conclusions.	1- Cockpit in the Clouds Two thousand feet beneath our wheels The city sprawls across the land Like heaps of children's blocks out flung, In tantrums, by a giant hand. To east a silver spire soars And seeks to pierce our lower wing Above its grasp we drift along, A tiny, droning, shiny thing. The noon crowds pack the narrow streets. The trains move so slow, so slow. Amidst their traffic, chaos, life, The city's busy millions go. Up here, aloof, we watch them crawl. In crystal air we seem to poise Behind our motor's throaty roar- Down there, we're just another noise. Dick Dorrance After reading the poem, underline the best answers to the items below. 1. Like heaps of children's blocks outflung, in line 3 are probably: small farms, buildings, cars, lakes 2. The trains move so slow, so slow, because: the plane is too high, the sky is so wide, the plane is so small,	1- 1. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Cockpit in the Clouds Two thousand feet beneath our wheels The city sprawls across the land Like heaps of children's blocks out flung, In tantrums, by a giant hand. To east a silver spire soars And seeks to pierce our lower wing Above its grasp we drift along, A tiny, droning, shiny thing. The noon crowds pack the narrow streets. The trains move so slow, so slow. Amidst their traffic, chaos, life, The city's busy millions go. Up here, aloof, we watch them crawl. In crystal air we seem to poise Behind our motor's throaty roar- Down there, we're just another noise. Dick Dorrance After reading the poem, underline the best answers to the items below. 1. Like heaps of children's blocks outflung, in line 3 are probably: small farms, buildings, cars, lakes 2. The trains move so slow, so slow, because: the plane is too high, the sky is so wide, the plane is so small,	1- 1. 6 skill sheets.	1-

LEVEL XVI Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
1 continued 16-08-01	1 continued nothing is moving 3. While two thousand feet above the earth the poet is mostly aware of the : problems at school, wide sky and the small earth	1 continued

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1 continued nothing is moving 3. While two thousand feet above the earth the poet is mostly aware of the : problems at school, wide sky and the small earth	1 continued	1 continued

LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
2- 16-08-02 Identifies cause & effect relationships in a poem.	2- There is no frigate like a book To take us lands away Nor any courser like a page On prancing poetry. This traverse may the poorest take Without oppress of toll; How frugal is the chariot that bears a human soul! Mark the correct answer: How does the book act as a vehicle for the human soul? 1. Must pay a high fare for the trip 2. Carries the mind to distant lands 3. Words lead him to new ideas 4. Sails across the sea	2- 1. SRA Listening Skills Progra Int. IIb, cassettes 8, 9. 2. 5 skill sheets.
3- 16-08-03 Compares two biographies about the same person written by different authors.	3- Give an oral report comparing any two biographies read.	3- 1. 1 skill sheet.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
2- There is no frigate like a book To take us lands away Nor any courser like a page On prancing poetry. This traverse may the poorest take Without oppress of toll; How frugal is the chariot that bears a human soul! Mark the correct answer: How does the book act as a vehicle for the human soul? 1. Must pay a high fare for the trip 2. Carries the mind to distant lands 3. Words lead him to new ideas 4. Sails across the sea	2- 1. SRA Listening Skills Program Int. IIb, cassettes 8, 9. 2. 5 skill sheets.	2-
3- Give an oral report comparing any two biographies read.	3- 1. 1 skill sheet.	3-

LEVEL XVI - Inferential Comprehension

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
4- 16-08-04 Reads a variety of myths from many cultures.	4- Give an oral report comparing any two of the myths read. List all the myths read and cultures they represent.	4- 1. 6 skill sheets.
5- 16-08-05 Reads and interprets poetry.	5- Snow Toward Evening Suddenly the sky turned gray The day, Which had been bitter and chill, Grew soft and still. Quietly From some invisible blossoming tree Millions of petals cool and white Drifted and blew, Lifted and flew, Fell with the falling night. In this poem what time of day is it? 1. Early morning 2. The middle of the day 3. Late afternoon 4. The middle of the night	5- 1. 10 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- Give an oral report comparing any two of the myths read. List all the myths read and cultures they represent.	4- 1. 6 skill sheets.	4-
5- Snow Toward Evening Suddenly the sky turned gray The day, Which had been bitter and chill, Grew soft and still. Quietly From some invisible blossoming tree Millions of petals cool and white Drifted and blew, Lifted and flew, Fell with the falling night. In this poem what time of day is it? 1. Early morning 2. The middle of the day 3. Late afternoon 4. The middle of the night	5- 1. 10 skill sheets.	5-

LEVEL XVI Inferential Comprehension

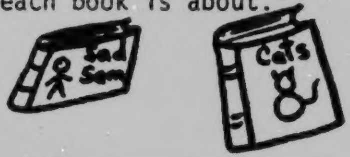
SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- continued	5- continued	5- continued
16-08-05	What made the sky turn gray? 1. The setting of the sun 2. A change in the weather 3. Smoke 4. The spreading of a blanket of fog Is this poem gay, quiet, angry, or sad? gay quiet angry sad	

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	5- continued What made the sky turn gray? 1. The setting of the sun 2. A change in the weather 3. Smoke 4. The spreading of a blanket of fog Is this poem gay, quiet, angry, or sad? gay quiet angry sad	5- continued	5- continued

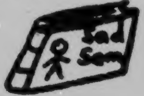
SKILL OBJECTIVE (1)	EXAMPLE	INSTRUCTION
1- -02-09-01 Gives orally the letters of the alphabet in order.	1- Say the letters of the alphabet in order.	1- 1. Instructo "Know 'N Show" alphabet. 2. Milton Bradley "Learn the Alphabet" #9502. 3. Milton Bradley "Alphabet Tray Kit" #7517. 4. Instructo Kinesthetic Alp Cards #'s 1225 and 1226. 5. 5 Skill sheets and tape I (for pages 1-4).

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ters der.	1- Say the letters of the alphabet in order.	1- 1. Instructo "Know 'N Show" alphabet. 2. Milton Bradley "Learn the Alphabet" #9502. 3. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 4. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 5. 5 Skill sheets and tape II RS 1 (for pages 1-4).	1-

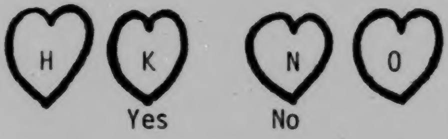
LEVEL III - Research Skill

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 03-09-01 When shown a book with a pictured cover is able to interpret the subject.	1- "Look at the cover of these books. Tell me what you think each book is about."  	1- 1. 5 skill sheets.
2- 03-09-02 Given any four consecutive letters on cards or blocks arranges them alphabetically.	2- Use alphabet packet coded III RS 2. Give child any four consecutive letters to arrange alphabetically.	2- 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Tray Kit" #7517. 3. Instructo Kinesthetic Al Cards #'s 1225 and 1226. 4. 1 skill sheet and alphab et coded III RS 2.
3- 03-09-03 Given any four non-consecutive letters on cards or blocks, arranges alphabetically.	3- Use alphabet packet coded II RS 3. Give child any four non-consecutive letters to arrange alphabetically.	3- 1. Instructo "Know 'N Show" 2. Milton Bradley "Alphabet Tray Kit" #7517. 3. Instructo Kinesthetic Alp Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabe packet coded III RS 3.

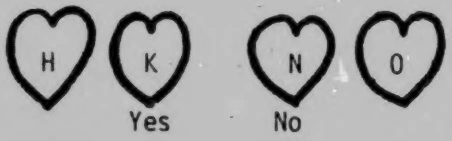
Skill

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
h a e	1- "Look at the cover of these books. Tell me what you think each book is about."  	1- 1. 5 skill sheets.	1-
on anges .	2- Use alphabet packet coded III RS 2. Give child any four consecutive letters to arrange alphabetically.	2- 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet packet coded III RS 2.	2-
n nges	3- Use alphabet packet coded II RS 3. Give child any four non-consecutive letters to arrange alphabetically.	3- 1. Instructo "Know 'N Show" Alphabet. 2. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 3. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 4. 1 skill sheet and alphabet packet coded III RS 3.	3-

LEVEL III - Research Skill

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION	
4- 03-09-04 Given any four letters on a worksheet, determines if they are in alphabetical order.	4- Circle either Yes or No if the following hearts are in ABC order.  	4- 1. Trend Enterprises "Alphabet Bingo" #T103. 2. 5 skill sheets.	4

Skill

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
4- Circle either Yes or No if the following hearts are in ABC order.  513	4- 1. Trend Enterprises "Alphabet Bingo" #T103. 2. 5 skill sheets.	4- 524

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 04-09-01 Identifies the title of the book by pointing to the item.	1- "Point to the title on the cover and say, "What is the name of a book called?" (title) Point to the title of the book: Just for Fun (Harper Row)	1- 1. Random House Skilpacers (#6. 2. 2 skill sheets.
2- 04-09-02 Using a table of contents, identifies the beginning page number of a given story.	2- "Look in the table of contents of the book From Elephants to Eskimos and find on what page the story "What Happens to Rain" begins. Write your answer on the line. ________	2- 1. 5 skill sheets.
3- 04-09-03 Writes in the missing letters, both upper and lower cases, when given a series of letters.	3- "Fill in the missing letters: A B C D E F G H i j k l m n o p	3- 1. Milton Bradley "Alphabet Tray Kit" #7517. 2. Instructo Kinesthetic Al Cards #'s 1225 and 1226. 3. 6 skill sheets. 4. Scholastic Reaching Up, 2-50, Cards S-1 and G-2
4- 04-09-04 Rearranges groups of 3 - 5 letters in alphabetical order.	4- "On the lines below write the following letters in alphabetical order." 1. g a x b abgx 2. w a r p b abprw	4- 1. Milton Bradley "Alphabet Tray Kit" #7517. 2. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
ing	1- "Point to the title on the cover and say, "What is the name of a book called?" (title) Point to the title of the book: Just for Fun (Harper Row)	1- 1. Random House Skilpacers (yellow) #6. 2. 2 skill sheets.	1-
- e r	2- "Look in the table of contents of the book From Elephants to Eskimos and find on what page the story "What Happens to Rain" begins. Write your answer on the line. ________	2- 1. 5 skill sheets.	2-
g n	3- "Fill in the missing letters: A B C D E F G H i j k l m n o p	3- 1. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 2. Instructo Kinesthetic Alphabet Cards #'s 1225 and 1226. 3. 6 skill sheets. 4. Scholastic Reaching Up, Master 2-50, Cards S-1 and G-28.	3-
	4- "On the lines below write the following letters in alphabetical order." 1. g a x b abgx 2. w a r p b abprw	4- 1. Milton Bradley "Alphabet Sorting Tray Kit" #7517. 2. 5 skill sheets.	4-

LEVEL V - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 05-09-01 Writes the title and author of a book on a library card or piece of paper,	1- "Select any book that you would like and write the title and author of the book in the box below." title ________ author ________	1- 1. Random House Skilpacer (y 2. 5 skill sheets.
2- 05-09-02 Finds a given word in a picture dictionary and lists the page on which it is found.	2- "In the picture dictionary find the word king and write the page number on which it is found." What page is the word king on? 11	2- 1. Random House Skilpacer (y 2. 4 skill sheets.
3- 05-09-03 Alphabetizes groups of three to four words according to the first letters of the word.	3- "Alphabetize the following groups of words according to the first letter of each word. Put a 1 in front of the word that comes first, etc." 2 ocean 1 blue 3 yellow 3 wagon 2 cat 2 girl 1 dog 3 mother 1 father	3- 1. Ideal Dictionary Skills Duplicating Worksheet, #2 2. 5 skill sheets.

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	1- "Select any book that you would like and write the title and author of the book in the box below." title________________ author______________	1- 1. Random House Skilpacer (yellow)#6. 2. 5 skill sheets.	1-
in y on	2- "In the picture dictionary find the word king and write the page number on which it is found." What page is the word king on? 11	2- 1. Random House Skilpacer (yellow)#6. 2. 4 skill sheets.	2-
of rst .	3- "Alphabetize the following groups of words according to the first letter of each word. Put a 1 in front of the word that comes first, etc." 2 ocean 1 blue 3 yellow 3 wagon 2 cat 2 girl 1 dog 3 mother 1 father	3- 1. Ideal Dictionary Skills Duplicating Worksheet, #2764-1,2. 2. 5 skill sheets.	3- 1. Roberts English Book A, page 3. 2. SRA Read. Lab,blu cards, 5, 10, 15, 20 (part c). 3. SRA Read. Lab, bl cards 5, 10, 15, (part c).

LEVEL VI - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 06-09-01 Uses the table of contents to determine whether a designated book contains a specific story or information.	1- "Look in the table of contents of All Through the Year. Is there a story about May Day?" yes no (circle one) If so, on what page is it found? ________	1- 1. Random House Skilpacer(yellow)# 2. 4 skill sheets.
2- 06-09-02 Alphabetizes groups of five to eight words according to the first letters in the word.	2- "Arrange the following words in alphabetical order according to the first letter of each word." 2 blue 5 red 1 apple 3 dark 6 wagon 4 lemon	2- 1. Ideal Dictionary Skills Duplicating Worksheets 2764 # 2. 6 skill sheets 3. Scholastic Reaching Up, Maste 2-51, Cards S-1, G-28. 4. Scholastic Reaching Higher, Master 3-28.
3- 06-09-03 Finds the index of a book.	3- "On what page of your science book does the index begin?" ________	3- 1. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Look in the table of contents of All Through the Year. Is there a story about May Day?" yes no (circle one) If so, on what page is it found? __________	1- 1. Random House Skilpacer(yellow)#9. 2. 4 skill sheets.	1-
2- "Arrange the following words in alphabetical order according to the first letter of each word." 2 blue 5 red 1 apple 3 dark 6 wagon 4 lemon	2- 1. Ideal Dictionary Skills Duplicating Worksheets 2764 #3. 2. 6 skill sheets 3. Scholastic Reaching Up, Master 2-51, Cards S-1, G-28. 4. Scholastic Reaching Higher, Master 3-28.	2- 1. SRA IIc, gold 3,7,11 (part c) 2. Roberts English Book page 11.
3- "On what page of your science book does the index begin?" ________	3- 1. 4 skill sheets.	3-

LEVEL VII - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 07-09-01 Identifies the number of units in a given book.	1- "Get the book From Fins to Feathers and circle the number of units in the book." 1 2 [✓ 3] 4	1- 1. 4 skill sheets.
2- 07-09-02 Identifies the number of stories in a unit of a given book.	2- "Get the book From Fins to Feathers and circle the number of stories listed in unit four." 7 6 8 [✓ 10] 4 14	2- 1. 5 skill sheets.
3- 07-09-03 Differentiates between fiction and non-fiction books by their library markings.	3- "In the library, non-fiction (true) books have numbers on the back. Fiction (not true) books do not have numbers. Write fiction or non-fiction on the correct line below each group of books."	3- 1. Ideal Transparency Set 2789# chart K. 2. Ideal Library Skills Duplica ing Worksheet 2784 #12, 13. 3. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Get the book From Fins to Feathers and circle the number of units in the book." 1 2 [✓ 3] 4	1- 1. 4 skill sheets.	1-
2- "Get the book From Fins to Feathers and circle the number of stories listed in unit four." 7 6 8 [✓ 10] 4 14	2- 1. 5 skill sheets.	2-
3- "In the library, non-fiction (true) books have numbers on the back. Fiction (not true) books do not have numbers. Write fiction or non-fiction on the correct line below each group of books."	3- 1. Ideal Transparency Set 2789#6, chart K. 2. Ideal Library Skills Duplicating Worksheet 2784 #12, 13. 3. 6 skill sheets.	3-

LEVEL VIII - Research Skills

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 08-09-01 Uses the table of contents in a book to answer questions.	1- "Get the book Story Carnival and turn to the table of contents. Use it to answer the following questions. 1. Which unit contains stories about dogs?" ________________	1- 1. 7 skill sheets.
2- 08-09-02 Arranges words in alphabetical order according to the first two letters.	2- "Put the following words in alphabetical order by numbering them." nothing 4 nice 3 candy 1 mother 2	2- 1. Ideal Transparencies, 2769 #1 chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Up, Maste 2-52, Cards S-1, and G-28.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Get the book Story Carnival and turn to the table of contents. Use it to answer the following questions. 1. Which unit contains stories about dogs?" ______________	1- 1. 7 skill sheets.	1-
2- "Put the following words in alphabetical order by numbering them." nothing 4 nice 3 candy 1 mother 2	2- 1. Ideal Transparencies, 2769 #1, chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Up, Master 2-52, Cards S-1, and G-28.	2- 1. SRA IIc Gold 4, 8, 1 (partD). 2. Roberts English Book page 15. 3. SRA read.lab. Ib,brow cards 3, 8, 13, 18 (part D). 4. SRA Read.Lab Ic tan cards 3, 8, 13, 18 (part D). 5. SRA Read.Lab Ia brown cards 3, 8, 13, 18 (part D).

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 08-09-03 **Locates first and last words on a dictionary page.**	3- "Turn to page 244 of Thorndike-Barnhart Dictionary." "What is the first entry word on the page?______________" "What is the last entry word on the page? ____________"	3- 1. 6 skill sheets.
4- 08-09-04 **Locates guide words in a dictionary and uses them to find words.**	4- "Get a Thorndike-Barnhart Dictionary and use guide words to help you find the following words. On the line beside the word write the guide words that helped you find it." grumble ______ ______	4- 1. Ideal Transparency 2769 #2, Chart D. 2. Transparencies - Field Enterprise, "Learning Look-it up Skill with the Dictionary" #2. 3. Transparencies #5 and workshe # 6. "Using the Dictionary" - Visu Materials. 4. Ideal Duplicating Worksheets #2764, pages 6,7. 5. 7 skill sheets. 6. Scholastic Reaching Forward, master 4-26. 7. Scholastic Reaching Ahead, master 5-24, card S-5-6. 8. Guide Word Pocket Chart Activity (teacher made). 9. Scholastic Reaching Beyond, master 6-23, card S-6-6.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Turn to page 244 of Thorndike-Barnhart Dictionary." "What is the first entry word on the page?______________" "What is the last entry word on the page? ____________"	3- 1. 6 skill sheets.	3-
4- "Get a Thorndike-Barnhart Dictionary and use guide words to help you find the following words. On the line beside the word write the guide words that helped you find it." grumble ______ ______	4- 1. Ideal Transparency 2769 #2, Chart D. 2. Transparencies - Field Enterprise, "Learning Look-it-up Skill with the Dictionary" #2. 3. Transparencies #5 and worksheet # 6. "Using the Dictionary" - Visual Materials. 4. Ideal Duplicating Worksheets #2764, pages 6,7. 5. 7 skill sheets. 6. Scholastic Reaching Forward, master 4-26. 7. Scholastic Reaching Ahead, master 5-24, card S-5-6. 8. Guide Word Pocket Chart Activity (teacher made). 9. Scholastic Reaching Beyond, master 6-23, card S-6-6.	4-

LEVEL VIII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 08-09-05 Using a dictionary locates one meaning for each word in a given list.	5- "Find the following words in your dictionary and write one meaning for each word." pitchfork______________ crop__________________	5- 1. Transparencies - Field Enterprise, "Learning Look-it up Skill with the Dictionary" 2. Transparencies #6, #7, worksh #7, 8, 9. "Using the Dictionary" Visual Materials. 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Find the following words in your dictionary and write one meaning for each word." pitchfork_______________ crop____________________	5- 1. Transparencies - Field Enterprise, "Learning Look-it-up Skill with the Dictionary" #3. 2. Transparencies #6, #7, worksheet #7, 8, 9. "Using the Dictionary" Visual Materials. 3. 5 skill sheets.	5-

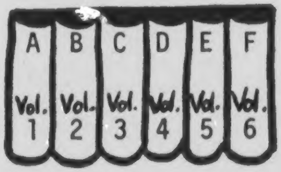
LEVEL IX - Research Skills

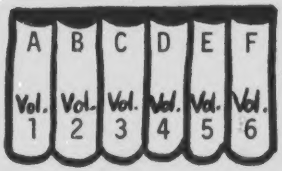
SKILL OBJECTIVE (6)	EXAMPLE	INSTRUCTION
1- 09-09-01 Uses the table of contents in a library book or textbook to find required information according to chapters.	1- "Turn to the table of contents in the front of a book about deserts. Use it to answer questions." 1. What chapter tells about people who live on the desert?________ 2. What chapter tells about the endless problem of the desert?________ 3. What chapter tells about plants of the desert? ________	1- 1. Random House Skilpacer (red) #9: pink card. 2. 6 skill sheets.
2- 09-09-02 Refers to the main topics in an index and answers questions.	2- "Below is an index page: snail, 40 snakes, 50-51 snow, 75, 117 soil, 47, 69 squirrel, 125 starfish, 40-41 stars, 10 On what page do we find information about a squirrel?" 125	2- 1. Random House Skilpacer (yello # 9. 2. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Turn to the table of contents in the front of a book about deserts. Use it to answer questions." 1. What chapter tells about people who live on the desert?______________ 2. What chapter tells about the endless problem of the desert?___________ 3. What chapter tells about plants of the desert? ______________	1- 1. Random House Skilpacer (red) #9: pink card. 2. 6 skill sheets.	1-
2- "Below is an index page: snail, 40 snakes, 50-51 snow, 75, 117 soil, 47, 69 squirrel, 125 starfish, 40-41 stars, 10 On what page do we find information about a squirrel?" 125	2- 1. Random House Skilpacer (yellow) # 9. 2. 6 skill sheets.	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 09-09-03 Arranges words in alphabetical order according to the first three letters.	3- "Arrange the following words in alphabetical order according to the first three letters." 5 blue 4 blouse 3 blind 2 bleak 1 black	3- 1. Ideal Transparencies 2769 #1, chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Ahead, master 5-24, cards S-5-6. 5. Scholastic Reaching Beyond, master 6-23, card S-6-6.
4- 09-09-04 Locates a specific word in a glossary of a given book and writes information found.	4- "Find the word motor in the glossary of the book "From Bicycles to Boomerangs." (Harper Row) Write the information about the word motor on these lines." ________________ ________________ ________________ ________________	4- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Arrange the following words in alphabetical order according to the first three letters." 5 blue 4 blouse 3 blind 2 bleak 1 black	3- 1. Ideal Transparencies 2769 #1, chart B. 2. Ideal Dictionary Skills Duplicating Worksheets 2764 #'s 3, 4. 3. 5 skill sheets. 4. Scholastic Reaching Ahead, master 5-24, cards S-5-6. 5. Scholastic Reaching Beyond, master 6-23, card S-6-6.	3- 1. SRA IIc Gold 4, 8, 12 (partE). 2. SRA IIc Silver 3, 7, 11 (part C). 3. Roberts English Book A, page 35. 4. SRA Ib green cards 1, 6 11, 16, (part D). 5. SRA Ic tan cards 3,8,13 18 (part D). 6. SRA IIa gold cards 4, 9 (part D); aqua card 10 (part E). 7. SRA IIb red cards 4, 8, 12 (part E).
4- "Find the word motor in the glossary of the book "From Bicycles to Boomerangs." (Harper Row) Write the information about the word motor on these lines." __________ __________ __________ __________	4- 1. 5 skill sheets.	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 09-09-05 Alphabetizes names of people using last names first.	5- "Arrange the following names in alphabetical order according to the last names first." John Smith Jones, Mary Mary Jones Madden, Al Al Madden Smith, John	5- 1. 5 skill sheets.
6- 09-09-06 Using the guide numbers and letters on the cover, locates an entry in the encyclopedia.	6- Write the number of the volume in which you would look for the topics given below: 5 1. Europe 1 2. Alligators"  A B C D E F Vol. 1 Vol. 2 Vol. 3 Vol. 4 Vol. 5 Vol. 6	6- 1. Ideal Library Skills Duplicating Worksheet 2784 #22 2. Ideal Library Skills Transparency 2789 #8, chart P. 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Arrange the following names in alphabetical order according to the last names first." John Smith Jones, Mary Mary Jones Madden, Al Al Madden Smith, John	5- 1. 5 skill sheets.	5-
6- Write the number of the volume in which you would look for the topics given below: 5 1. Europe 1 2. Alligators"  A Vol. 1 B Vol. 2 C Vol. 3 D Vol. 4 E Vol. 5 F Vol. 6	6- 1. Ideal Library Skills Duplicating Worksheet 2784 #22. 2. Ideal Library Skills Transparency 2789 #8, chart P. 3. 5 skill sheets.	6- 1. Harper-Row, Crossroads workbook pages 72-73. 2. Harper -Row SEven Seas workbook page 51.

SKILL OBJECTIVE (10)	EXAMPLE	INSTRUCTION
1- 10-09-01 Answers questions by referring to topics and subtopics in the index of a book.	1- "Answer the questions below from the index." blood, 28 breathing, 45 bullhead, 44 1. What page tells about breathing? 45 2. What page tells about blood?" 28	1- 1. Random House Skilpacer (yellow # 9. 2. Random House Skilpacer (blue) #9. 3. 6 skill sheets.
1- 10-09-02 Uses guide words in an encyclopedia to locate specific information.	2- "Get a World Book Encyclopedia. Look up the following subjects. After the subject, write the guide words you find on the same page." Emu ________________ Brittany ________________	2- 1. Field Enterprises Inc. Transparency "Learning Look-it-up Skills with an Encyclopedia," #3 2. Ideal Library Skills Duplicating Worksheets 2784 #2 3. Ideal Library Skills Transpare 2789 #8, chart P. 4. 7 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Answer the questions below from the index." blood, 28 breathing, 45 bullhead, 44 1. What page tells about breathing? 45 2. What page tells about blood?" 28	1- 1. Random House Skilpacer (yellow) # 9. 2. Random House Skilpacer (blue) #9. 3. 6 skill sheets.	1-
2- "Get a World Book Encyclopedia. Look up the following subjects. After the subject, write the guide words you find on the same page." Emu________________ Brittany______________	2- 1. Field Enterprises Inc. Transparency "Learning Look-it-up Skills with an Encyclopedia," #3. 2. Ideal Library Skills Duplicating Worksheets 2784 #22. 3. Ideal Library Skills Transparency 2789 #8, chart P. 4. 7 skill sheets.	2-

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 10-09-03 Locates specific information in an encyclopedia.	3- "Locate the article on Pennsylvania in World Book Encyclopedia. Under which subtitles below would you look for the following information?" skiing __Recreation__ dairy farming __Farming__	3- 1. Random House Skilpacers (red) # 6. 2. Random House Skilpacers (blue) #11: skimming and scanning. 3. Field Enterprises Inc. Transparency Learning "Look -i -up" Skills with an encycloped #2. 4. 5 skill sheets.
4- 10-09-04 Arranges words in alphabetical order according to the first four letters.	4- "Arrange the following words in alphabetical order according to the first four letters." 3 string 1 straw 5 strum 2 stream 4 stroke	4- 1. Ideal Dictionary Skills Transparency 2769 #2, chart D. 2. 5 skill sheets. 3. Scholastic Reaching Forward, master, 4-26.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Locate the article on Pennsylvania in World Book Encyclopedia. Under which subtitles below would you look for the following information?" skiing Recreation dairy farming Farming	3- 1. Random House Skilpacers (red) # 6. 2. Random House Skilpacers (blue) #11: skimming and scanning. 3. Field Enterprises Inc. Transparency Learning "Look -it -up" Skills with an encyclopedia #2. 4. 5 skill sheets.	3-
4- "Arrange the following words in alphabetical order according to the first four letters." 3 string 1 straw 5 strum 2 stream 4 stroke	4- 1. Ideal Dictionary Skills Transparency 2769 #2, chart D. 2. 5 skill sheets. 3. Scholastic Reaching Forward, master, 4-26.	4- 1. Roberts English Book A, page 65.

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 10-09-05 Locates and writes dictionary definitions for a specific word in context when that word has multiple meanings.	5- "Write the dictionary definition for the underlined word as it is used in the sentence." The boom was lowered into the well. ______________________ The hunter held his bow steady. ______________________ Bobby had to chop the wood. ______________________	5- 1. Ideal Transparency 2769 #6, charts k, l. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 16, 17. 3. 7 skill sheets. 4. Scholastic Reaching Forward, master 4-27. 5. Scholastic Reaching Ahead, master 5-25, cards S-5-9, S-5- 6. Scholastic Reaching Beyond, master 6-25, card S-6-7.
6- 10-09-06 Locates entry words in the dictionary which are derived from a list of root words. (Sometimes the derived word will be an entry word; sometimes only the root word will be the entry word.)	6- Look in the dictionary and find the entry word and the page number for the following words: digging digging p.____ babies baby p.____ blowing blowing p.____	6- 1. Ideal Transparency 2769 #2, chart C and #5, chart J. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 5, 14. 3. Visual Materials - "Using the Dictionary" Transparency #4, worksheet #5. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Write the dictionary definition for the underlined word as it is used in the sentence." The boom was lowered into the well. ______________________ The hunter held his bow steady. ______________________ Bobby had to chop the wood. ______________________	5- 1. Ideal Transparency 2769 #6, charts k, l. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 16, 17. 3. 7 skill sheets. 4. Scholastic Reaching Forward, master 4-27. 5. Scholastic Reaching Ahead, master 5-25, cards S-5-9, S-5-15. 6. Scholastic Reaching Beyond, master 6-25, card S-6-7.	5-
6- Look in the dictionary and find the entry word and the page number for the following words: digging digging p._____ babies baby p._____ blowing blowing p.____	6- 1. Ideal Transparency 2769 #2, chart C and #5, chart J. 2. Ideal Dictionary Skills Duplicating Worksheet 2764 #'s 5, 14. 3. Visual Materials - "Using the Dictionary" Transparency #4, worksheet #5. 4. 5 skill sheets.	6-

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 10-09-07 Identifies the phonetic spelling of given words by using the dictionary key.	7- "Circle the correct phonetic spelling of words." Table [✓ tā′ bl] ta′ bl	7- 1. Ideal Transparency 2769, #4, chart H. 2. Ideal Library Skills Duplicating Worksheets 2764 #12 3. Visual Materials - "Using the Dictionary" transparency #8, 9, 10 and worksheet 10, 11, 12. 4. 5 skill sheets. 5. Scholastic Reaching Ahead, master 5-25, cards S-5-9,S-5-15 6. Scholastic Reaching Beyond, master 6-25, Card S - 6-9.
8- 10-09-08 Locates the call numbers of library books by using the card catalog.	8- "Locate the call number of the book American Farms by Rhea Wells." call number 631 W	8- 1. Ideal Transparency 2789 #3 E, F 2. Fordham Publishing Co. Librarie are for Children, worksheet #38, 39, page 22. 3. Long filmstrip from card catal series one. How the Card Catol Helps You, "Parts of a card catalog". 4. Ideal Duplicating Worksheets 2784 # 9, 10. 5. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- "Circle the correct phonetic spelling of words." Table [✓ tā́ bl] tá bl	7- 1. Ideal Transparency 2769, #4, chart H. 2. Ideal Library Skills Duplicating Worksheets 2764 #12. 3. Visual Materials - "Using the Dictionary" transparency #8, 9, 10 and worksheet 10, 11, 12. 4. 5 skill sheets. 5. Scholastic *Reaching Ahead*, master 5-25, cards S-5-9,S-5-15. 6. Scholastic *Reaching Beyond*, master 6-25, Card S - 6-9.	7-
8- "Locate the call number of the book *American Farms* by Rhea Wells." call number 631 W	8- 1. Ideal Transparency 2789 #3 E, F. 2. Fordham Publishing Co. *Libraries are for Children*, worksheet #38, 39, page 22. 3. *Long* filmstrip from card catalog series one. *How the Card Catolog Helps You*, "Parts of a card catalog". 4. Ideal Duplicating Worksheets 2784 # 9, 10. 5. 4 skill sheets.	8-

LEVEL X - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
9- 10-09-09 Locates author, subject, and title cards in the card catalog.	9- "Locate a file card in the card catalog for a book about clouds. Book: ____________ Locate a file card for a book written by Hans Christian Andersen. Book: ____________ Locate the file card in the card catalog for the book The Red Balloon. Copy all the information on the following lines." ____________ ____________	9- 1. Ideal Transparency 2789 #'s 4, 5 - charts G, H, I, J. 2. Ideal Library Skills Duplicating Worksheet 2784 # 7, 8, 9, 10, 11. 3. Fordham Publishing Co. Libraries are for Children, worksheet pages 27, 31, 33, 34, 38, 39. 4. Long - filmstrips from card catalog, series one - How the card catalog helps you (4 filmstrips). 5. 8 skill sheets.
10- 10-09-10 Arranges alphabetical order, proper names or titles that have determiners such as a, an, and the.	10- "Arrange the following in alphabetical order: The White House John Smith The Declaration of Independence Mary Jones . . . . Declaration of Independence, The Jones, Mary Smith, John White House, The	10- 1. Fordham Publishing Co. Libraries are for Children, worksheet # 28. 2. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
9- "Locate a file card in the card catalog for a book about clouds. Book: ______ Locate a file card for a book written by Hans Christian Andersen. Book: ______ Locate the file card in the card catalog for the book The Red Balloon. Copy all the information on the following lines." ______ ______	9- 1. Ideal Transparency 2789 #'s 4, 5 - charts G, H, I, J. 2. Ideal Library Skills Duplicating Worksheet 2784 # 7, 8, 9, 10, 11. 3. Fordham Publishing Co. Libraries are for Children, worksheet pages 27, 31, 33, 34, 38, 39. 4. Long - filmstrips from card catalog, series one - How the card catalog helps you (4 filmstrips). 5. 8 skill sheets.	9-
10- "Arrange the following in alphabetical order: The White House John Smith The Declaration of Independence Mary Jones . . . . Declaration of Independence, The Jones, Mary Smith, John White House, The	10- 1. Fordham Publishing Co. Libraries are for Children , worksheet # 28. 2. 4 skill sheets.	10-

LEVEL XI - Research Skills

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 11-09-01 Locates information in an encyclopedia to answer specific questions.	1- "Look up Dog in the World Book Encyclopedia. Use the information in that article to answer the questions on this page. What is the largest kind of dog?" Irish Wolfhound	1- 1. 6 skill sheets.
2- 11-09-02 Distinguishes between the functions of a glossary and a dictionary by answering related questions.	2- "To answer the following questions write on the line before each question, "G" for glossary, "D" for dictionary, and "B" for both." G What can be found at the end of a social studies book? D Which uses guide words? B Which one gives definitions for the words listed.	2- 1. Ideal Dictionary Skills Duplicating Worksheet 2764 #1. 2. Ideal Transparency 2769 #1, chart A. 3. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Look up Dog in the World Book Encyclopedia. Use the information in that article to answer the questions on this page. What is the largest kind of dog?" Irish Wolfhound	1- 1. 6 skill sheets.	1-
2- "To answer the following questions write on the line before each question, "G" for glossary, "D" for dictionary, and "B" for both." G What can be found at the end of a social studies book? D Which uses guide words? B Which one gives definitions for the words listed.	2- 1. Ideal Dictionary Skills Duplicating Worksheet 2764 #1. 2. Ideal Transparency 2769 #1, chart A. 3. 6 skill sheets.	2-

LEVEL XI - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 11-09-03 Selects the topic sentence in a paragraph.	3- Underline the topic sentence in the paragraph. It was a perfect spring day. The sun was shining. A gentle wind blew the colorful flowers back and forth. The trees were full of singing birds.	3- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- Underline the topic sentence in the paragraph. It was a perfect spring day. The sun was shining. A gentle wind blew the colorful flowers back and forth. The trees were full of singing birds.	3- 1. 5 skill sheets.	3-

LEVEL XII · Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 12-09-03 Given the Dewey Decimal System of classification, writes the name of the area and the Dewey Decimal number for the area.	3- "Here are the ten main headings of the Dewey Decimal System. Write the name of the area and the number of that area in which each of the following books would be found." 000-099 GENERAL WORDS, books with many subjects in one book, such as encyclopedias. 100-199 PHILOSOPHY, books on how to study, to think, how to behave and why. 200-299 RELIGION, the Bible, religions of all times, myths. 300-399 SOCIAL SCIENCE, books about education, government, ships, trains, holidays, fairytales. 400-499 LANGUAGE, books such as dictionaries,, grammar, and spelling books. 500-599 SCIENCE, books on arithmetic, chemistry, nature study, animals, stars, birds. 600-699 APPLIED SCIENCE. books about inventions, cooking, clothing, food, shelter, safety, shop, how to make things. 700-799 ARTS, RECREATIONS, such as drawing, painting, sculpture, music, games, sports, amusements.	3- 1. Ideal Transparency 2789 #5,6, 7, charts L, M. 2. Ideal Library Skills Duplicating worksheet 2784 # 15, 16. 3. Fordham Publishing Co. Libraries are for Children, worksheet pages 40, 43, 44, 45, 46. 4. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Here are the ten main headings of the Dewey Decimal System: Write the name of the area and the number of that area in which each of the following books would be found." 000-099 GENERAL WORDS, books with many subjects in one book, such as encyclopedias. 100-199 PHILOSOPHY, books on how to study, to think, how to behave and why. 200-299 RELIGION, the Bible, religions of all times, myths. 300-399 SOCIAL SCIENCE, books about education, government, ships, trains, holidays, fairytales. 400-499 LANGUAGE, books such as dictionaries,, grammar, and spelling books. 500-599 SCIENCE, books on arithmetic, chemistry, nature study, animals, stars, birds. 600-699 APPLIED SCIENCE, books about inventions, cooking, clothing, food, shelter, safety, shop, how to make things. 700-799 ARTS, RECREATIONS, such as drawing, painting, sculpture, music, games, sports, amusements.	3- 1. Ideal Transparency 2789 #5,6, 7, charts L, M. 2. Ideal Library Skills Duplicating worksheet 2784 # 14 15, 16. 3. Fordham Publishing Co. Libraries are for Children, worksheet pages 40, 43, 44, 45, 46. 4. 5 skill sheets.	3- 1. Harper-Row Crossroads, workbook pages 70-71.

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
	3- 800-899 LITERATURE, such as poems, and plays. 900-999 HISTORY, books of travel, geography, biography, history of different countries. World Almanac 000-099 General Works History of the U.S. 900-999 History How a Jet Flies 600-699 Applied Science American Revolution 300-399 Social Science	
4- 12-09-04 Locates bibliographic information concerning specific books by using the card catalog.	4- Discovering Chemistry by Elizabeth Cooper New York: Harcourt Co. 1959 All About the Weather by Ivan Ray Tannehill New York: Random House 1953 "Answer each question using the sample catalog cards above."	4- 1. Library card catalog charts (Sturgis Displays). 2. Long - filmstrip from card catalog series one - "How the card catalog helps you". 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- 800-899 LITERATURE, such as poems, and plays. 900-999 HISTORY, books of travel, geography, biography, history of different countries. World Almanac 000-099General Works History of the U.S. 900-999 History How a Jet Flies 600-699 Applied Science American Revolution 300-399 Social Science		3-
4- Discovering Chemistry by Elizabeth Cooper New York: Harcourt Co. 1959 All About the Weather by Ivan Ray Tannehill New York: Random House 1953 "Answer each question using the sample catalog cards above."	4- 1. Library card catalog charts (Sturgis Displays). 2. Long - filmstrip from card catalog series one - "How the card catalog helps you". 3. 5 skill sheets.	4-

LEVEL XII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
	-4- 1. Who wrote the book about chemistry? Elizabeth Cooper 2. When was Mr. Tannehill's book published? 1953	

	EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	4- 1. Wno wrote the book about chemistry? Elizabeth Cooper 2. When was Mr. Tannehill's book published? 1953		4-

LEVEL XII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 12-09-05 Contructs a title page.	5- "Construct a title page for a book called The Big Gems published in New York in 1963 by Harper and Row Co. and written by Mary A. Jones."	5- 1. 4 skill sheets.
6- 12-09-06 Constructs a table of contents.	6- "Construct a table of contents using the four main headings, story titles, and authors given below. Give a page number for each story." I. Animal Stories II. Science Stories III. Old Favorites Story titles: A. The Man in the Moon by Karl Lodder B. Bambi by John Salton C. Plants that Eat Animals by Bob Meyer D. Gingerbread Man by Joe Dokes E. Hans Brinker and the Silver Skates by Mary Napes Dodge	6- 1. Random House Skilpacer (blue) # 9. 2. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Construct a title page for a book called The Big Gems published in New York in 1963 by Harper and Row Co. and written by Mary A. Jones."	5- 1. 4 skill sheets.	5-
6- "Construct a table of contents using the four main headings, story titles, and authors given below. Give a page number for each story." I. Animal Stories II. Science Stories III. Old Favorites Story titles: A. The Man in the Moon by Karl Lodder B. Bambi by John Salton C. Plants that Eat Animals by Bob Meyer D. Gingerbread Man by Joe Dokes E. Hans Brinker and the Silver Skates by Mary Napes Dodge	6- 1. Random House Skilpacer (blue) # 9. 2. 5 skill sheets.	6-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 12-09-07 **Constructs a simple bibliography.**	7- "Rewrite the information about the books below into correct bibliographic form, and then number the entries in alphabetical order by writing 1 and 2 before the bibliographic forms. A book called Away Until Tomorrow published in New York in 1960 and written by Sampson E. Rodmann. A book called First Book of Clouds published in Boston in 1954 and written by J. L. Neill." _____ Rodmann, Sampson E. Away Until Tomorrow. New York, 1960 _____ Neill, J. L. First Book of Clouds. Boston, 1954.	7- 1. 5 skill sheets.
8- 12-09-08 Selects from a given paragraph the topic sentence and the subordinate sentence.	8- "Draw two lines under the topic sentence and one line under a sub-topic sentence." During the growing period, it is important that the cane plants get just the right amount of water. The cane fields must have good drainage systems to make sure the plants do not get too much water.	8- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
7- "Rewrite the information about the books below into correct bibliographic form, and then number the entries in alphabetical order by writing 1 and 2 before the bibliographic forms. A book called Away Until Tomorrow published in New York in 1960 and written by Sampson E. Rodmann. A book called First Book of Clouds published in Boston in 1954 and written by J. L. Neill." ____ Rodmann, Sampson E. Away Until Tomorrow. New York, 1960 ____ Neill, J. L. First Book of Clouds. Boston, 1954.	7- 1. 5 skill sheets.	7-
8- "Draw two lines under the topic sentence and one line under a sub-topic sentence." During the growing period it is important that the cane plants get just the right amount of water. The cane fields must have good drainage systems to make sure the plants do not get too much water.	8- 1. 5 skill sheets.	8-

SKILL OBJECTIVE (3)	EXAMPLE	INSTRUCTION
1- 13-09-01 Uses the index to locate various types of information in a newspaper.	1- "Use 'The Fresno Bee' to answer the following question: In what section and on what pages will you find the sports news?" section B pages 2,3	1- 1. 5 skill sheets.
2- 13-09-02 Constructs a simple outline using one level of indentation for two or three main headings.	2- "Read the article Services of the Red Cross. Finish the following outline." I. Wartime Services A.________ B.________ II. Peacetime Services A.________ B________ C.________	2- 1. 7 skill sheets. 2. Scholastic Reaching Forward, Master 4-23.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Use 'The Fresno Bee' to answer the following question: In what section and on what pages will you find the sports news?" section B pages 2,3	1- 1. 5 skill sheets.	1-
2- "Read the article Services of the Red Cross. Finish the following outline." I. Wartime Services A.______ B.______ II. Peacetime Services A.______ B______ C.______	2- 1. 7 skill sheets. 2. Scholastic Reaching Forward, Master 4-23.	2-

LEVEL XIII - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 13-09-03 Writes a one or two page research paper using two reference sources.	3- 1. Select a topic. 2. Find two sources of information. 3. Read and take notes. 4. Make an outline. 5. Write your paper.	3- 1. Random House Skilpacer (blue) # 10, 11. 2. 8 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- 1. Select a topic. 2. Find two sources of information. 3. Read and take notes. 4. Make an outline. 5. Write your paper.	3- 1. Random House Skilpacer (blue) # 10, 11. 2. 8 skill sheets.	3-

LEVEL XIV - Research Skills

SKILL OBJECTIVE (4)	EXAMPLE	INSTRUCTION
1- 14-09-01 Constructs an outline which has two levels of indentation.	1- "Read the following paragraphs Construct an outline using main topics, subtopics, and sub-subtopics." I. A. B. 1. 2. II. A. B. 1.	1- 1. 2 skill sheets. 2. Scholastic Reaching Ahead, master 5-21. 3. Scholastic Reaching Beyond, master 6-20.
2- 14-09-02 Identifies newspaper articles as to type; such as sports, editorial, entertainment, etc.	2- "Label these four articles as to the type they are. Choose from the following types: sports, entertainment, farm, news, fashion, editorial." article 1 | article 2 | article 3 | article 4 ____ ____ ____ ____	2- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "Read the following paragraphs Construct an outline using main topics, subtopics, and sub-subtopics." I. A. B. 1. 2. II. A. B. 1.	1- 1. 2 skill sheets. 2. Scholastic Reaching Ahead, master 5-21. 3. Scholastic Reaching Beyond, master 6-20.	1-
2- "Label these four articles as to the type they are. Choose from the following types: sports, entertainment, farm, news, fashion, editorial." article 1 article 2 article 3 article 4 ____ ____ ____ ____	2- 1. 5 skill sheets.	2-

LEVEL XIV - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 14-09-03 Locates the following information about a magazine: editor, editorials, publisher, date of publication, and contents.	3- "Read a magazine and fill in the blanks below." Magazine editor__________ Publisher_______________ Table of contents page_____ Date of publication_______	3- 1. Ideal Library Skills Duplicating Worksheet 2784 #2 2. Ideal Transparency 2789 #9, chart R. 3. 4 skill sheets.
4- 14-09-04 Identifies the purpose for using each of these reference sources: 1. Readers Guide to Periodical Literature 2. Library Catalog 3. World Almanac 4. Thesaurus 5. atlas	4- "Write the letter of the best choice from the following list to fill in the blanks." A. Readers Guide to Periodical Literature B. thesaurus C. Library Catalog D. atlas E. World Almanac 1. Information on 1968 Presidential elections. A 2. Synonyms and related words. D 3. Information on Mount Vernon. B 4. Batting averages for baseball players. C 5. Map of Ireland. E	4- 1. Ideal Transparency 2789 #9, chart R. 2. Ideal Library Skills Duplicating Worksheet 2784 #2 3. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Read a magazine and fill in the blanks below." Magazine editor__________ Publisher__________ Table of contents page_____ Date of publication_______	3- 1. Ideal Library Skills Duplicating Worksheet 2784 #24. 2. Ideal Transparency 2789 #9, chart R. 3. 4 skill sheets.	3-
4- "Write the letter of the best choice from the following list to fill in the blanks." A. Readers Guide to Periodical Literature B. thesaurus C. Library Catalog D. atlas E. World Almanac 1. Information on 1968 Presidential elections. ___A___ 2. Synonyms and related words. ___D___ 3. Information on Mount Vernon. ___B___ 4. Batting averages for baseball players. _C_ 5. Map of Ireland. _E_	4- 1. Ideal Transparency 2789 #9, chart R. 2. Ideal Library Skills Duplicating Worksheet 2784 #24. 3. 5 skill sheets.	4-

LEVEL XV - Research Skills

SKILL OBJECTIVE (5)	EXAMPLE	INSTRUCTION
1- 15-09-01 Uses the dictionary to find abbreviations, signs, symbols, proofreader's marks, biographical names, pronouncing gazeteer and forms of address.	1- Using Webster's Seventh New Collegiate Dictionary: Define S.E.A.T.O. ____________ Tell how you would address a mayor: ____________ Copy the pronunciation of Curacao: ____________	1- 1. 6 skill sheets.
2- 15-09-02 Compares the function and coverage of specific magazines.	2- Using 3 current news magazines, select topic covered in each. Compare the articles by answering the following questions: 1. Which article covered the subject most completely? ____________ 2. Which article was more scientific? ____________ 3. Which article was more entertaining? ____________	2- 1. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- Using Webster's Seventh New Collegiate Dictionary: Define S.E.A.T.O. ____________ ____________ Tell how you would address a mayor: ____________ ____________ Copy the pronunciation of Curacao: ____________ ____________	1- 1. 6 skill sheets.	1-
2- Using 3 current news magazines, select topic covered in each. Compare the articles by answering the following questions: 1. Which article covered the subject most completely? ____________ 2. Which article was more scientific? ____________ 3. Which article was more entertaining? ____________ ____________	2- 1. 4 skill sheets.	2-

LEVEL XV - Research Skills

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 15-09-03 Locates information in The World Almanac to answer specific questions.	3- "Using the table of contents of a World Almanac, locate information to complete the following statements." The birthdate of President Truman is ________________. The ambassador from the U.S. to Spain in 1970, ________________.	3- 1. SRA Listening Skills Program, int. IIb, cassettes 6 and 7. 2. 6 skill sheets.
4- 15-09-04 Collects and synthesizes information on a specific topic by using The World Almanac, encyclopedias and other reference sources.	4- "Using the World Almanac, encyclopedia, and at least one other reference source, collect and summarize information on the history of baseball."	4- 1. 4 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Using the table of contents of a World Almanac, locate information to complete the following statements." The birthdate of President Truman is ________________. The ambassador from the U.S. to Spain in 1970,______________.	3- 1. SRA Listening Skills Program, int. IIb, cassettes 6 and 7. 2. 6 skill sheets.	3-
4- "Using the World Almanac, encyclopedia, and at least one other reference source, collect and summarize information on the history of baseball."	4- 1. 4 skill sheets.	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
5- 15-09-05 Selects phrases in a given selection that are subordinate to the main idea.	5- "Locate page 10 of The Forest and read "The Forest in Winter." Using the stated main ideas, list the subordinate statements." 1. How plants survive: Leaves drop off, preventing loss of water. Forms buds for renewed growth.	5- 1. 5 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
5- "Locate page 10 of *The Forest* and read "The Forest in Winter." Using the stated main ideas, list the subordinate statements." 1. How plants survive: Leaves drop off, preventing loss of water. Forms buds for renewed growth.	5- 1. 5 skill sheets.	5-

LEVEL XVI - Research Skills

SKILL OBJECTIVE (8)	EXAMPLE	INSTRUCTION
1- 16-09-01 Organizes a given selection according to time sequence.	1- "As you read the article on this page, pay particular attention to the order in which the events happen. Arrange the list of 9 events in correct order using numerals."	1- 1. SRA Listening Skills Program, Int. IIb, cassette 4. 2. Random House Skilpacer (blue) # 5. 3. 5 skill sheets.
2- 16-09-02 Takes notes from an oral presentation.	2- "Listen to the tape on 'The California Gold Rush'. Write notes on this page."	2- 1. SRA Listening Skills Program, Int. IIb, cassettes 6, 7. 2. 2 tapes coded XVI RS 2. 3. 1 skill sheet.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
1- "As you read the article on this page, pay particular attention to the order in which the events happen. Arrange the list of 9 events in correct order using numerals."	1- 1. SRA Listening Skills Program, Int. IIb, cassette 4. 2. Random House Skilpacer (blue) # 5. 3. 5 skill sheets.	1-
2- "Listen to the tape on 'The California Gold Rush'. Write notes on this page."	2- 1. SRA Listening Skills Program, Int. IIb, cassettes 6, 7. 2. 2 tapes coded XVI RS 2. 3. 1 skill sheet.	2-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
3- 16-09-03 **Given informational statements, organizes them sequentially into a paragraph.**	3- "Below are some sentences mixed up in such a way that they don't form a logical paragraph. Organize these sentences into a paragraph that will have a certain pattern of thought and will be sequential." 3 He knew how long to use a friend and how to get rid of him afterward. 1 Santa Anna, was, in some ways, like a modern dictator. 2 He was a champion rabble rouser.	3- 1. 4 skill sheets.
4- 16-09 -04 Constructs an outline that has three levels of indentiation.	4- After reading "Designing and Making Rag Dolls," make an outline with three levels of indentation as follows: I. A. B. 1. 2. a. b.	4- 1. 6 skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
3- "Below are some sentences mixed up in such a way that they don't form a logical paragraph. Organize these sentences into a paragraph that will have a certain pattern of thought and will be sequential." 3 He knew how long to use a friend and how to get rid of him afterward. 1 Santa Anna, was, in some ways, like a modern dictator. 2 He was a champion rabble rouser.	3- 1. 4 skill sheets.	3-
4- After reading "Designing and Making Rag Dolls," make an outline with three levels of indentation as follows: I. A. B. 1. 2. a. b.	4- 1. 6 skill sheets.	4-

SKILL OBJECTIVE	EXAMPLE	INSTRUCTIONAL
5- 16-09-05 Writes a research paper using four sources.	5- "After selecting a topic from a given list, the child will make a preliminary outline, select materials for information, take notes, make a final outline, write a rough draft, make footnotes and bibliographic notations, and write a final copy."	5- 1. 10 skill sheets.
6- 16-09-06 Given information, constructs graphs, tables, and charts.	6- "Draw a circle graph showing your use of time in a given 24 hours."	6- 1. 6 skill sheets.

EXAMPLE	INSTRUCTIONAL	SUPPLEMENTAL
5- "After selecting a topic from a given list, the child will make a preliminary outline, select materials for information, take notes, make a final outline, write a rough draft, make footnotes and bibliographic notations, and write a final copy."	5- 1. 10 skill sheets.	5-
6- "Draw a circle graph showing your use of time in a given 24 hours."	6- 1. 6 skill sheets.	6-

577

578

SKILL OBJECTIVE	EXAMPLE	INSTRUCTION
7- 16-09-07 Constructs a map of a school, neighborhood, county, state, or country. Include a key and a scale of miles.		7- 1. 6 skill sheets.
8- 16-09-08 Writes a biography using at least three different sources (magazines, books, encyclopedias, Who's Who). (Includes: outline, title page, table of contents, bibliography, foot notes).		8- 1. skill sheets.

EXAMPLE	INSTRUCTION	SUPPLEMENTAL
	7- 1. 6 skill sheets.	7-
	8- 1. skill sheets.	8-

FRESNO UNIFIED SCHOOL DISTRICT

ESEA TITLE I
OFFICE OF STATE AND FEDERAL ACTS

PROCESS OBJECTIVES AND PROCEDURES

For

Reading - Component

April 1972

FRESNO UNIFIED SCHOOL DISTRICT

E.S.E.A. Title I

Developed by-----

Title I Elementary Reading Resource Teachers

Naomi Arabian
Betty Barnett
Barbara Cutright
Mildred Dresser
Rich Turney
Ruth Horn
Sandra LaCroix
Beverly Larrea
Donna Preas
Joan Preuss
Rachel Randolph
Rose Smith
Mildred Thatcher
Vera Pettus
Wanda Willis
Jackie Christensen

Title I Elementary Principals

Richard Alexander
Ruben Barrios
Rutherford Gaston
Goldia Hensley
Robert Hill
Pumphrey McBride
Ernest Melella
Michael Pratt
Jack Ragsdale
John Savona
Wayne Snell
Jack Stewart

Title I Reading Coordinator- Wanda J. Lister

Other Credits---------

Consultant: Dr. Wilber D. Hawkins

Suggested Time Line for
Task Implementation and Evaluation Record (Reading)

School________________________________ Principal______________________________

Operational Task

	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1. Selection of Resource Teacher			X										
2. Selection of Classroom Teacher	X												
3. Selection of Instructional Aides			X	X	X	X	X	X	X	X	X	X	X
4. Reading Lab Assistant			X										
5. Provide Facilities and Equipment			X										
6. Teacher Inservice			X	X	X	X	X	X	X	X	X	X	X
7. Aide Inservice			X	X	X	X	X	X	X	X	X	X	X
8. Classroom Rdg. Environment				X	X	X	X	X	X	X	X	X	X
9. Student Placement (Rdg. Lev.)				X									
10. Student Diagnosis (Skills)				X									
11. Student Profiling				X	X	X	X	X	X	X	X	X	X
12. Provide Instructional Mat.			X	X	X	X	X	X	X	X	X	X	X
13. Criteria Testing				X	X	X	X	X	X	X	X	X	X
14. Reporting Student Progress				*X	X	X	X	X	X	X	X	X	X
15. Monitoring Tchr. Implement –				X	X	X	X	X	X	X	X	X	X
16. Provide Parent Infor.				X	X	X	X	X	X	X	X	X	
17. Report Progress to Parents						X	(X)			X			X
18. Provision for Pleasure Rdg.				X	X	X	X	X	X	X	X	X	X
19. Library Utilization				X	X	X	X	X	X	X	X	X	X
20. Reading Application					X							X	
21. Standardized Testing					X							X	
22. Evaluation of Materials	X	X	X	X	X	X	X	X	X	X	X	X	X

* - School New to Program will begin reporting in October

Task Implementation and Evaluation Record (Reading)

School_______________________________ Principal_______________________________

Operational Task	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1. Selection of Resource Teacher													
2. Selection of Classroom Teacher													
3. Selection of Instructional Aides													
4. Reading Lab Assistant													
5. Provide Facilities and Equipment													
6. Teacher Inservice													
7. Aide Inservice													
8. Classroom Rdg. Environment													
9. Student Placement (Rdg. Lev.)													
10. Student Diagnosis (Skills)													
11. Student Profiling													
12. Provice Instructional Mat.													
13. Criteria Testing													
14. Reporting Student Progress													
15. Monitoring Tchr. Implement													
16. Provide Parent Infor.													
17. Report Progress to Parents													
18. Provision for Pleasure Rdg.													
19. Library Utilization													
20. Reading Application													
21. Standardized Testing													
22. Evaluation of Materials													

Directions

⧅ Implemented (Continuing)

☒ Completed

GLOSSARY OF TERMS USED IN READING PROGRAM

DEVELOPMENTAL SKILLS SEQUENCE - A series of written performance objectives in order of difficulty designed to teach reading skills.

2. INSTRUCTIONAL READING LEVEL - material which a child can read with teacher guidance - (95% Vocabulary, 75% Comprehension)

3. INDEPENDENT READING LEVEL - material which a child can read and comprehend alone - (99% Vocabulary, 90-100% Comprehension)

4. INDIVIDUALIZED PROGRAM - a program which allows a student to progress through materials at a rate compatible with his ability and learning style.

5. CONTINUOUS PROGRESS - individual progress on a developmental skills sequence.

6. SKILL OBJECTIVE - a statement of a measurable behavior.

7. MASTERY - a demonstrated performance of a skill according to the established mastery criteria.

8. STUDENT PROFILE - a graphic record of a student's skill needs and accomplishments.

9. SKILLS SEQUENCE LEVELS - the sixteen developmental stages of the skills sequence.

10. SKILLS SEQUENCE AREAS - the nine strands of Instruction in the skills sequence.

DIAGNOSTIC INVENTORY - a test designed to determine the student's instructional level in each reading area.

12. INSTRUCTIONAL UNIT - where the level and the area meet when plotted on a grid.

13. PRETEST - an instrument designed to assess a student's knowledge of objectives within a unit (prior to a unit of instruction).

14. CHECK TEST (C.T.) - an instrument designed to acess a student's knowledge of a single objective (following instruction of that single objective).

15. POST TEST - an instrument designed to assess a student's knowledge of objectives within a unit (following a unit of instruction).

16. CRITERION REFERENCE TEST - see terms 13, 14, & 15.

17. TAPE BOOK - a consumable book on which a student responds to taped instructions geared to reinforce skills presented in the Sullivan Reading Approach.

18. ORAL INVENTORY - an oral test used to determine a child's independent, instructional or frustrational reading level based on graded reading material.

19. CONTINUUM - a developmental list of skills (see skills sequence).

20. FLOW CHART - a class record of individual students' progress on the skills sequence.

CLASS PROFILE - a graphic record of the instructional placement of a class.

GLOSSARY OF TERMS USED IN READING PROGRAM CON"T:

22. PRESCRIPTION SHEET - a form on which the teacher assigns specific tasks a student needs to master on the skills sequence.

23. CONTRACT - a written agreement between the teacher and the student for the student to perform a stated task.

24. LEARNING STATION - a management technique designed for individual and independent learning via multimedia materials.

25. NONGRADED ORGANIZATION - a type of vertical school organization which does not recognize age levels for grouping purposes.

26. FLIP-FLOP - an organizational plan for the deployment of staff according to strengths and interests for reading and math instruction.

27. TEAM TEACHING - two or more teachers sharing the responsibility for planning and instructing students.

28. MULTIMEDIA MATERIAL - many different types of instructional material designed to meet various learning styles.

29. DECODING SYSTEM - an instructional method which enables the student to associate the sound relationship to the written symbol.

Select a Resource Teacher
OPERATIONAL TASK

August 15
TASK DEADLINE

TASK OBJECTIVE: #1

A resource teacher shall be selected to implement the reading program.

TASK PROCEDURES:

1. Establish criteria for selection of resource teacher.
2. Write a job description for the reading resource position.
3. Notify personnel office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of eligible candidates to the school.
6. The school principal in cooperation with the Personnel Office will establish interview dates and time.
7. Select a screening committee comprised of the school principal, two teachers, three parent representatives and the Reading Program coordinator.
8. Interview qualified applicants and make a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, parents, Personnel Office and Reading Program Coordinator.

Selection Criteria #1

Required qualifications:

1. Possess a California teaching credential.
2. Have successful teaching experience preferably in several grade levels.
3. Successful experience in working with teachers, educators, and parents.

Desirable qualifications:

1. Have experience with several different instructional programs.
2. Have a Miller-Unruh credential or will qualify for credential within one year of employment.

JOB DESCRIPTION

Salary - Placement on Regular Teacher's salary schedule + responsibility bonus

1. To be directly responsible to the principal for the implementation of the reading program.
2. To be responsible for assisting the reading coordinator in program development and revisions, which may require absence from home - school site.
3. To attend weekly 3 hour inservice meetings conducted by the reading coordinator. These sessions will be directly related to the school inservice program for which the Reading Resource Teacher will be responsible.
4. To be responsible for assisting in testing and evaluating student's progress.
5. To supervise the prescriptive instruction of students working through the reading lab.
6. To be responsible for the planning of instruction for individual students or with small groups in a teaming situation with classroom teacher.
7. To assist with institutes and workshops during the regular school year.
8. To be responsible to attend those conferences directly related to the professional growth of this position.
9. To be responsible for inservice sessions with parents.
10. To be responsible for purchasing reading materials and reading equipment on the basis of the reading budget.
11. Will serve on interview committee for prospective teachers and aides.
12. Will organize code and manage multimedia materials for teachers', aides', and students' use.

CHECK - LIST #1

Operational Task - Select a Resource Teacher

Evaluation Task - Principal's check-list of operational procedures

	Yes	No
1. Has the criteria for selection been established?	______	______
2. Has a job description been written?	______	______
3. Has the personnel office been notified of the opening?	______	______
4. Has the position been advertised and a list of qualified applicants submitted?	______	______
5. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?	______	______
6. Was the number one candidate employed by the Personnel Office for the opening?	______	______

Selection of Classroom teachers
OPERATIONAL TASK

June 15
TASK DEADLINE

TASK OBJECTIVE: #2

Classroom teachers will be selected to implement individualized reading program.

TASK PROCEDURES:

1. Establish criteria for selection of teachers.
2. Notify Personnel Office of the opening at the individual school and identify specific job description.
3. Personnel Office will advertise both within the district and outside the district for qualified candidates.
4. Personnel Office will submit a list of qualified candidates to the school for consideration.
5. Personnel Office and building principal will establish interview dates and time.
6. Select a screening committee comprised of the school principal, one teacher, and one resource teacher. District Procedures do not call for parents, but Title I schools will use parents as part of the committee.
7. Interview qualified applicants and submit a list to the Personnel Office, ranking candidates in priority.
8. Personnel Office will recommend employment of the selected person by the Board of Education.
9. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teacher, resource teacher and parents

SELECTION CRITERIA #2

Required Qualifications:

1. Possess a California teaching credential.

Desirable Qualification:

1. Have previous successful teaching experience.
2. Successful experience in working with minority children and parents.
3. Knowledge of individualized instructional methods and programs.

Check - List #2

Operational Task - Selection of Classroom teachers

Evaluation Task - Principal's check-list of operational procedures.

	Yes	No
1. Has the criteria for the selection been established?		
2. Has the Personnel Office been notified of the opening and a job description submitted?		
3. Has the position been advertised and a list of qualified applicants submitted?		
4. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?		
5. Was the number one candidate employed by the Personnel Office for the opening?		

Selection of Instructional Aides
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #3

Instructional aides will be selected for each school to assist the teacher in the implementation of the instructional program.

TASK PROCEDURES:

1. Establish criteria for the selection of instructional aides.
2. Write a job description for the instructional aide.
3. Notify Personnel Office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of qualified candidates.
6. Personnel Office and principal will schedule interviews.
7. Select a screening committee comprised of the school principal, one teacher, one resource teacher and two representative parents from the community.
8. Interview qualified applicants and make a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, resource teacher and parents

SELECTION CRITERIA #3

Required Qualifications:

1. Appearance and mannerisms that will set good examples for the pupils.
2. Ability to read orally with a clear and pleasant voice.
3. A good physical condition (capable of working with active young people).
4. Negative fingerprint report.
5. Negative tuberculosis report.

Desirable Qualifications:

1. U.S Citizenship
2. Completion of the twelfth grade
3. Lives in Title I area

Check-List #3

Operational Task - Selection of instructional aides

Evaluation Task - Principal's check-list of operational procedures.

	Yes	No
1. Has criteria for the position been established?		
2. Has the Personnel Office been notified of the opening and a job description submitted:		
3. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?		
4. Was the number one candidate employed by the Personnel Office for the opening?		

Selection of Reading Lab Assistant
OPERATIONAL TASK

August
TASK DEADLINE

TASK OBJECTIVE: #4

A reading Lab Assistant will be selected for each school to assist the Reading Resource Teacher in the management of the reading lab.

TASK PROCEDURES:

1. Establish criteria for the selection of reading lab assistant.
2. Write a job description for the reading lab assistant.
3. Notify Personnel Office of the opening at the individual school.
4. Personnel Office will advertise within the district for prospective candidates.
5. Personnel Office will submit a list of qualified candidates.
6. Personnel Office and principal will schedule interviews.
7. Select a screening committee comprised of the school principal, one teacher, one resource teacher and two representative parents from the community.
8. Interview qualified applicants and amke a priority list of recommended candidates to be submitted to the Personnel Office.
9. Personnel Office will recommend employment of the selected person to the Board of Education.
10. Notification of employment is made to the selectee.

TASK EVALUATION:

1. Check-list to see if established procedures were followed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, teachers, resource teacher and parents

SELECTION CRITERIA #4

Required Qualification

1. Appearance and mannerisms that will set good examples for the pupils.
2. Ability to read orally with a clear and pleasant voice; as well as enunciate sound patterns correctly.
3. A good physical condition (capable of working with active young people).
4. Negative fingerprint report.
5. Negative tuberculosis report.
6. Completion of the twelfth grade.

Desirable Qualification:

1. U.S. Citizenship

JOB DESCRIPTION:

SALARY: placement on Instructional aide salary schedule + responsibility bonus.

1. To be directly responsible to the principal.
2. To be responsible for assisting the reading resource teacher in the management of the lab.
3. To be responsible to assist in ordering, organizing and managing materials.
4. Will assist in the prescriptive instruction of students working in lab.
5. Will supervise the lab in absence of the Reading Resource Teacher.
6. Will have knowledge of typing skills, filing and operating office machines.

Check-List #4

Operational Task - Select a Reading Lab Assistant

Evaluation Task - Principal's check-list of operational procedures

	Yes	No
1. Has the criteria for selection been established?		
2. Has a job description been written?		
3. Has the personnel office been notified of the opening?		
4. Has the position been advertised and a list of qualified applicants submitted?		
5. Was the interview process carried out by the screening committee and a list of recommended candidates sent to the Personnel Office?		
6. Was the number one candidate employed by the Personnel Office for the opening?		

Provide Building Facilities and Equipment Needed for Reading Program
OPERATIONAL TASK

August
TASK DEADLINE

TASK OBJECTIVE: #5

To determine building and equipment needs in order to implement an Individualized Reading Program

TASK PROCEDURES:

1. Assess building facilities already available
    a. Does plant have separate library building / room yes no
    b. Does plant have Resource center and/or a Reading Lab yes no
2. Develop equipment needs of Reading Program (see attached list)
3. Develop plan for deployment of equipment
    a. Master list accounting of all A.V. equipment at school site yes no
    b. Individual Classroom equipment list yes no
    c. Procedure for equipment repair yes no
    d. Plans for summer storage of equipment yes no
    e. Procedures for utilizing one-of-a-kind pieces of equipment yes no
4. End of year equipment needs assessment. (see attached list)

TASK EVALUATION:

Audit the results obtained from above procedural list to be completed by each teacher

TASK RESPONSIBILITIES:

Administrative Principal

Operational Principal, Resource Teacher, Classroom Teacher

CHECK LIST OF EQUIPMENT AND FURNITURE NEEDS
(completed by each teacher)

TASK OBJECTIVE #5

To determine schools equipment and furniture needs for Reading Program:

Check List	Quantity Available	Quantity Needed
1. Reel to reel recorder		
2. Cassette players		
3. Cassette recorder		
4. Headsets/adapters		
5. Overhead Proj.		
6. Overhead screen		
7. Individual screen		
8. Filmstrip projector		
9. Motion picture proj.		
10. 8mm loop proj.		
11. Filmstrip viewer		
12. Carrels (lab only)		
13. Portable carrel		
14. Language master		
15. Phonograph		
16. T.V. set		
17. Student desks		
18. Tables (lab only)		
19. Tables		
20. Easels		
21. Typewriter, primary (lab only)		
22. Typewriter, intermediate (lab only)		
23. Shelving (lab only)		
24. Storage bins (lab only)		
25. Paper cutter (lab only)		
26. Collator (lab only)		
27. Electric stapler (lab only)		
28. Dynamo labler (lab only)		
29. Extension cords		
30. Electrical outlets (lab only)		
31. Junction boxes		
32. Three hole punch (lab only)		

33. Other
34. ________
35. ________

TASK OBJECTIVE #5

END OF YEAR ASSESSMENT

(completed by each teacher)

A. Check the degree of equipment utilization:

	Daily	Occassionally	Rarely
1. Reel to Reel tape recorder	____	____	____
2. Cassette players	____	____	____
3. Cassette recorder	____	____	____
4. Headsets/adapters	____	____	____
5. Overhead Proj.	____	____	____
6. Overhead screen	____	____	____
7. Individual screen	____	____	____
8. Filmstrip projector	____	____	____
9. Motion picture proj.	____	____	____
10. 8mm loop proj.	____	____	____
11. Filmstrip viewer	____	____	____
12. Carrels (lab only)	____	____	____
13. Portable carrel	____	____	____
14. Language master	____	____	____
15. Phonograph	____	____	____
16. T.V. set	____	____	____
17. Student desks	____	____	____
18. Tables (lab only)	____	____	____
19. Tables	____	____	____
20. Easels	____	____	____
21. Typewriter, primary (lab only)	____	____	____
22. Typewriter, intermediate (lab only)	____	____	____
23. Shelving (lab Only)	____	____	____
24. Storage bins (lab only)	____	____	____
25. Paper cutter (lab only)	____	____	____
26. Collator (lab only)	____	____	____
27. Electric stapler (lab only)	____	____	____
28. Dynamo labler (lab only)	____	____	____
29. Extension cords	____	____	____
30. Electrical outlets (lab only)	____	____	____
31. Junction boxes	____	____	____
32. Three hole punch (lab only)	____	____	____
33. Other	____	____	____

B. List any additional equipment you might need to better implement program.

Provide Inservice Training (reading)
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #6

Reading Resource teachers will provide inservice training in methods, utilization of material and management techniques of the program.

TASK PROCEDURES:

1. Assess teacher's background and understanding of the reading program.
2. Initially, group inservice will be provided at each school site for two hours weekly.
3. Resource teacher will provide continuing inservice on individual request or need.
4. On site group inservice will be held whenever necessary for maintainance of program.

TASK EVALUATION:

Teachers will evaluate the inservice program at the end of each semester by completing an evaluation form.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Reading Resource Teacher

FRESNO UNIFIED SCHOOL DISTRICT
CURRICULUM SERVICES CENTER
DEPARTMENT OF COMPENSATORY EDUCATION

NAME ______________________ DATE ______________________

In order to comply with the District's Staff Development Objectives (see p.4eee), each teacher is required to complete the following needs assessment. The results of this assessment will be used to compile an inservice calendar for your target school. This needs assessment is divided into five (5) components and is coded as follows:

0. General topics
1. Reading
2. Mathematics
3. Brown Studies
4. Black Studies

	very familiar	familiar, but needs inservice	not familiar
0.1 District application			
0.2 Federal and State guidelines			
0.3 Process objectives (Reading & Math)			
0.4 Evaluation reports			
0.5 Ordering procedures			
0.5.1 Book Depository			
0.5.2 Library			
0.5.3 Buy outs			
0.6 Five major components of Compensatory Education			

FRESNO UNIFIED SCHOOL DISTRICT
CURRICULUM SERVICES CENTER
DEPARTMENT OF COMPENSATORY EDUCATION

TASK OBJECTIVE #6

Teacher is familiar with the following areas of the PRIME Reading Program
(note * materials may not apply to your level or school indicate by marking DOES NOT APPLY

		Very Familiar	Familiar but need more in-service	Unfamiliar
1.0	Skill Sequence			
1.0.01	The meaning of the acronym PRIME			
1.0.02	Development of the PRIME Program			
1.0.03	Administering the Diagnostic Inventory			
1.0.04	Utilization of pre and post tests			
1.0.05	Profiling diagnostic information			
1.0.06	Use of prescription sheets			
1.0.07	Skills continuum (booklet)			
1.0.08	Pacing			
1.0.09	Grouping			
1.0.10	Classroom Management			
1.1 *	Sullivan Programmed Reading Materials			
1.1.01	Use of teachers manuals			
1.1.02	Decoding and incoding			
1.1.03	Pacing			
1.1.04	Word discrimination exercises			
1.1.05	Word lists			
1.1.06	Visual memory techniques			
1.1.07	Oral drill techniques			
1.1.08	Tapebooks			
1.1.09	Prescriptions in tapebooks			
1.1.10	Curriculum embedded tests			
1.1.11	End of Book achievement tests			
1.1.12	Criteria for mastery			
1.1.13	Recycling for non-mastery			
1.1.14	Challenging book placement			
1.1.15	Hardback readers			
1.1.16	Directed reading			
1.1.17	Study Guides			
1.1.18	Classroom management			
1.2 *	Harper Row Text			
1.2.01	Teachers manuals			
1.2.02	Placement in series			
1.2.03	PRIME Contracts			
1.2.04	PRIME Conference Cards			
1.2.05	PRIME Unit tests			
1.2.06	End of Book Achievement Tests			
1.2.07	Grouping for directed reading			

	Very Familiar	Familiar but need more in-service	Unfamiliar
1.2.08 Every Pupil Response (EPR) techniques			
1.2.09 Diagnostic techniques for oral reading			
1.2.10 Classroom management			
1.3 * SWRL (ICP) Material			
1.3.01 The meaning of the acronym SWRL			
1.3.02 The meaning of the acronym ICP			
1.3.03 Criterion Exercises			
1.3.04 Criterion Practice Exercises			
1.3.05 Teacher Instructional Kit			
1.3.06 Instructional charts			
1.3.07 Classroom management			
1.4 * BRL Readiness Material			
1.4.01 The meaning of the acronym BRL			
1.4.02 Teachers manuals			
1.4.03 Placement in material			
1.4.04 Span of each Book in series			
1.4.05 Classroom management			
1.5 * McGraw-Hill Readiness Material			
1.5.01 Readiness Tapes and Books			
1.5.02 Teachers manuals			
1.5.03 Puppets			
1.5.04 Games			
1.5.05 Oral Charts			
1.5.06 Writing practice			
1.5.07 Classroom management			
1.6 * Distar Language Material			
1.6.01 Pre Program			
1.6.02 Presentation Books			
1.6.03 Story Book			
1.6.04 Color Book			
1.6.05 Take Homes			
1.6.06 Grouping			
1.6.07 Instructional Signals			
1.6.08 Group Involvement			
1.6.09 Reinforcement			
1.6.10 Reward techniques			
1.6.11 Testing			
1.6.12 Progress recording			
1.6.13 Classroom management			
1.7 * Distar Reading I - II Materials			
1.7.01 Materials and rational			
1.7.02 Time limit			
1.7.03 Starting the material			
1.7.04 Grouping			
1.7.05 Testing			
1.7.06 Pacing			

	Very Familiar	Familiar but need more in-service	Unfamiliar
1.7.07 Presentation of tasks			
1.7.08 Hand Signals (4 basic)			
1.7.09 Symbol action games			
1.7.10 Blending			
1.7.11 Rhyming			
1.7.12 Sounds and Reading Sounds			
1.7.13 Take homes			
1.7.14 Workbooks			
1.7.15 Recycling Book			
1.7.16 Sight Words			
1.7.17 Vowel Conversion			

INSERVICE OBJECTIVE AND EVALUATION

NAME____ SCHOOL________________________________

DATE_________________________ GRADE LEVEL ASSIGNMENT______________________________

STAFF	TOPIC
_____ Teacher	_____ Ethnic Studies
_____ Aide	_____ Guidance
_____ Teaching Assistant	_____ Math
	_____ Reading
	_____ Other ______________________________

OBJECTIVE

(see separate sheet)

EVALUATION

A. The materials presented were:
_____ very useful
_____ useful
_____ not useful

B. How was this inservice useful to you? ____
____

C. How might this inservice have been more useful to you? ________________________
____

D. What topics or materials would be beneficial to you for future inservice meetings? ____
____
____

Inservice of Instructional Aides
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #7

Inservice training will be provided for the instructional aides to assist in reading instruction.

TASK PROCEDURES:

1. Develop a list of required skills needed for aides to assist in the reading p program.
2. In September, using the checklist, Resource teacher will assess the abilities of the aides (duplicate to be given to classroom teacher)
3. The resource teacher will formally inservice the aides according to their identified needs.
4. The classroom teachers will informally inservice the aides according to identified needs.

TASK EVALUATION:

1. The classroom teacher, resource teacher, and aide, using the check list, will discuss the progress of the aide and determine inservice deficiencies.
2. The Resource teacher and aide at conclusion of formal inservice will date and initial skills assessment.
3. An Inservice Evaluation Form will be filled out by each aide following formal inservice.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Classroom Teacher

TASK OBJECTIVE #7

NAME:	Needs Training	Date Given	Aide's Initials
SKILLS ASSESSMENT			
I Understand the philosophy of the Title I Reading Program.			
II Child Development Understands emotional and mental development of age student he/she works with.			
III Cultural Background Information Understands the culture pattern of minority students he/she works with.			
IV A-V Equipment Can use the following:			
a. phonograph with plug in for earphones			
b. cassette player & recorder			
c. reel-to-reel tape recorder			
d. headsets			
e. viewlex			
f. language master			
g. filmstrip projector			
h. projector screen			
i. overhead projector			
V Office Equipment Can use the following:			
1. Thermofax machine (Optional)			
2. Ditto machine			
VI Copy Work			
1. Can write neatly in manuscript			
2. Can write neatly in cursive			
VII Reading Skills Sequence			
1. Can check pretests, post tests, and check tests from keys			
2. Can record pre, post and check test on student's individual prescription sheet.			
3. Can make a grouping chart from pretests			
4. Can find needed skill sheets in the resource room			

TASK OBJECTIVE #7

VII con't

	Needs Training	Date Given	Aide's Initials
5. Can locate specific skill objective in the Sequence binder			
6. Can locate and check out the following:			
a. transparencies			
b. Talking Alphabet lessons			
c. Ideal Tape lessons			
d. Minisystem Tape lessons			
1. EDL			
2. Audio Progress Tapes			
3. SRA Listening Skills			
e. Other			
7. Can record on student Profile			
8. Understands Flow Chart			
VIII Sullivan Reading Approach			
1. Has background information on Sullivan Reading			
2. Can check student's Sullivan reading prescription			
3. Can give and record unit tests and oral tests			
4. Can check end of book test and record score on white card			
5. Can use teacher's guide for teaching small group reading lessons (small paper back readers)			
6. Understands use of study guides and can check follow up activities			
IX Harper Row Reading Approach			
1. Has background information on Harper Row Reading Program			
2. Can help students follow contracts			
3. Know purpose of conference cards			
4. Can check and record unit tests			
5. Can check and record achievement score on permanent record			
X Learning Stations			
1. Has background information on purpose of centers			
2. Understands how to use chart for scheduling groups to their center			
3. Can make task cards for learning stations			
4. Know how to set up materials at the following types of centers			
a. game center			
b. listening center			
1. sights and sounds			
2. Bomar			
3. D.C. Heath			
4. H.R. Creative Reading			

TASK OBJECTIVE #7

X con't	Needs Training	Date Given	Aide's Initials
c. viewing center			
d. library center			
e. creative writing			
5. Understands working with small group			
a. oral reading			
b. vocabulary development			
c. skills activities			
XI Trade Book Approach			
1. Selected Reading			
2. Directed Reading			

XII **Other**

INSERVICE OBJECTIVE AND EVALUATION

NAME______________________________ SCHOOL________________________

DATE____________________ GRADE LEVEL ASSIGNMENT________________________

STAFF

_____ Teacher

_____ Aide

_____ Teaching Assistant

TOPIC

_____ Ethnic Studies

_____ Guidance

_____ Math

_____ Reading

_____ Other ______________________

OBJECTIVE

(see separate sheet)

EVALUATION

A. The materials presented were:

_____ very useful

_____ useful

_____ not useful

B. How was this inservice useful to you? ________________________________

____

C. How might this inservice have been more useful to you? ________________

____

D. What topics or materials would be beneficial to you for future inservice meetings? ____

____

____

9/73

Environment for Reading
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #8

The classroom teacher will provide a physical classroom environment conducive to student learning and enjoyment of reading.

TASK PROCEDURES:

1. Develop a checklist of facilities needed to provide a desirable classroom environment.
2. The classroom teacher will use the check list to assess actual facilities and determine what is needed.
3. Based on identified needs, materials and facilities will be provided for the teacher.
4. The teacher will arrange facilities and materials conducive to students learning and enjoyment of reading.

TASK EVALUATION:

1. Using the check-list, the teacher will determine whether the above task procedures have been accomplished.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom teacher

TASK OBJECTIVE #8

CHECKLIST FOR TASK PROCEDURE #1

1. Materials are easily accessible to the teacher and to students.
2. A.V. equipment placed near electrical outlets.
3. An area for small group instruction.
4. Separation of study areas from activity areas.
5. An area for children to take pre and post tests away from interference or help from other students.
6. Traffic patterns arranged so that students move freely without disturbing other students.
7. Student desks placed so that they can be clustered for group work or arranged singly for individual work.
8. Materials and equipment deployed in a safe manner.
9. Bulletin boards reflect the reading activities of the classroom.
10. Learning centers utilize multimedia approach.
11. Learning centers arranged so that students have some choice on which center to use.

Placement of Transfer Students in Reading Series
OPERATIONAL TASK

Within first week of entry
TASK DEADLINE

TASK OBJECTIVE #9

Within the first week of entry each transfer student will be placed at his instructional level in the reading series used.

TASK PROCEDURES:

1. Evaluate previous reading records (i.e. criterion tests and available standardized test data).
2. Give oral inventory test for reading series used.
3. Assign book for appropriate instructional level.

TASK EVALUATION:

1. Determine the number of students who have been re-assigned after initial placement was made. (consult reading progress)
2. Observe students functioning in the classroom, library and reading lab.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource teacher and teachers

Diagnosis and Placement
OPERATIONAL TASK

One week after entry into program
TASK DEADLINE

TASK OBJECTIVE #10

Within one week after entry into program, each transfer student will be diagnosed and placed on the skills sequence.

TASK PROCEDURES:

1. Give D.I. (Diagnostic Inventory) according to reading level.
2. Score each skill area of D.I. individually (using 85 - 100% mastery criterion).
3. Test each skill area until an instructional level is attained. Below 25% test down a level. 85% or above indicates mastery; test up a level.
4. Record final placement results on student profile.
5. Administer pre-test for first skill unit requiring instruction (lowest unit on profile).

TASK EVALUATION:

1. Review completed individual profiles to determine if diagnosis and placement has been completed.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource and classroom teacher

Prepare and utilize student profile
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #11

Prepare and maintain a student profile denoting developmental skill mastery progress for each child.

TASK PROCEDURES:

1. Use student profile data to locate first instructional unit.
2. Plan first unit of instruction (lowest unit indicated by the diagnostic inventory).
   - a. Pretest the objectives of the first unit. (to determine specific objectives needed).
   - b. Prepare prescription sheet for instructing the first identified objective needed within the unit.
   - c. Administer check test to determine mastery of skill objective.
   - d. Proceed to the next skill objective needing instruction within the unit.
   - e. Administer post test for entire unit.
   - f. Record post test results on prescription sheet.
3. Record post test mastery on student profile.
4. Administer the next unit pretest as indicated on the student profile.

TASK EVALUATION:

1. Randomly select from each classroom individual students' profiles to determine whether they have been prepared and maintained.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource teacher and Classroom teacher

Provide Instructional Materials
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #12

Essential multimedia instructional materials will be available so that the classroom teacher can prescribe to meet individual identified needs.

TASK PROCEDURES:

1. Multimedia material coded to each behavioral objective will be listed in the skills sequence.

2. Teacher chooses materials to meet a student's individual needs.

3. Establish procedures for securing materials from resource room.

TASK EVALUATION:

1. Using a checklist (see next page) of essential materials, teachers will indicate the degree of availability.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Reading Resource Teacher

TASK OBJECTIVE #12

Check List - Essential Materials

		YES	NO
1.	Diagnostic inventory	____	____
2.	Pretests	____	____
3.	Check tests	____	____
4.	Post tests	____	____
5.	Tapes	____	____
6.	Tape books	____	____
7.	Skill sheets	____	____
8.	Transparencies	____	____
9.	Film strips	____	____
10.	Visuals	____	____
11.	Skill games	____	____
12.	Records	____	____
13.	Record/tape book sets	____	____
14.	Word cards	____	____
15.	SRA kits	____	____
16.	Sullivan materials	____	____
17.	Basic text	____	____
18.	Workbooks	____	____
19.	Trade books	____	____

Report Student Mastery of Skill Objectives
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE: #13

A criterion referenced test (post test) will be administered to the individual student at the completion of each unit, a resulting score of at least 85% on each objective will be required for mastery.

TASK PROCEDURES:

1. Teacher will order appropriate test materials from the school's reading resource room.
2. Teacher will provide proper setting and time for testing.
3. Administer test.
4. Correct test and determine percentages scored.
5. Record results on student's prescription sheet and student profile.

TASK EVALUATION:

1. Criterion tests will be monitored by the Reading Resource Teacher.

TASK RESPONSIBILITIES:

Administrative Reading Resource Teacher

Operational Classroom Teacher and Instructional Aide

Report Student Progress
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #14

Individual student progress will be reported at least every four teaching weeks by collection of each class flow chart by the Reading Resource Teacher.

TASK PROCEDURE:

1. Develop a class flow chart form to be used by classroom teacher.

2. Inservice teachers on how to use the class flow chart.
   a. Plot students diagnosed placement (level, unit, objective).
   b. Continuous progress plotting will occur every three weeks.
   c. Discrepencies will be noted by the Reading Resource Teacher.
   d. Appropriate follow up will be carried out by the Resource Teacher and classroom teacher.

TASK EVALUATION:

1. Reading Resource Teacher will check the flow chart form at each collection date to evaluate student progress.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher - Teacher

FRESNO UNIFIED SCHOOL DISTRICT
ESEA TITLE I

TEACHER ____________________

PRIME READING CLASS FLOW CHART

ROOM ____________

DATE										
NAME	Initial Placement	# of Obj Mastered	Present Placement	# of Obj Mastered	Present Placement	# of Obj Mastered	Present Placement	# of Obj Mastered	Present Placement	# of Obj Mastered
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										

Monitor Program - Implementation
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVES #15

Establish a procedure for monitoring the teacher implementation, utilization of materials and management techniques in each classroom.

TASK PROCEDURES:

1. Develop an observation check list of indicators to point out discrepancies.
2. Discuss with each teacher a check list of indicators on the extent of implementation (at least twice a year).
3. Collect and assess class flow chart and class profile every four weeks.
4. Review student's Sullivan Prescription Sheet as each student proceeds through the reading lab.

TASK EVALUATION:

1. Evaluate data collected and note discrepencies.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Principal

OBJECTIVE #15

TASK PROCEDURE #2

TEACHER OBSERVATION CHECKLIST (Reading)

Observer______________________ Date______________________ Visit (#1 or 2)__________

School______________________ Teacher______________________

Statements	Degree of Implementation
1. Learning centers with a learning skill in evidence. (This could be on individual student)	
2. Children have opportunity to work in small groups or individually on different activities	
3. There should be evidence of a teacher instruction center.	
4. The instructional aide is performing under the direction of the teacher in activities directly related to the reading program.	
5. Each child has a student profile	
6. Each child should have individual prescription sheet, or plotted on a grouping chart.	
7. There should be evidence that a multimedia approach is being used.	
8. Individual student profiles should be easily accessible.	
9. Individual student profiles are up to date.	
10. Children should be moving to the lab or library according to prescription.	
11. Student should be able to explain what they are doing at any given time.	
12. There should be evidence that pleasure reading is an activity in the classroom.	
Comments:	

Provide information to Parents
OPERATIONAL TASK

Continuing
TASK DEADLINE

TASK OBJECTIVE #16

All parents will possess an understanding of the reading program as it relates to their children/

TASK PROCEDURES:

1. Hold inservice sessions for parents. Send written invitations.

2. Request time on the agenda of some parent meetings to explain and discuss the reading program.

3. Prepare classroom displays of material used in the reading program. Example: "Back to School Night".

4. At the end of the first and second reporting periods, explain the reading records kept on the children at a parent conference.

5. Meet with parents to demonstrate program and allow parents to utilize reading materials used by the children.

TASK EVALUATION:

1. Parent Attendance-meetings, conferences, home visitations.

2. Parent Feedback. (via evaluation form)

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom Teacher, Reading Resource Teacher

PARENT QUESTIONNAIRE
TITLE I
READING PROGRAM

During the past school year, your child was involved in a special reading program. Our school would like to know how well you understand the reading program. Feel free to make any comments.

I. Parent Meetings and Conferences

1. I have attended parent meetings and/or conferences.

Yes__________ NO__________

2. I received notice of the parent meetings or conferences.

Yes__________ NO__________

3. The meetings and conferences which I attended helped me to better understand the school's reading program.

Yes__________ NO__________

4. As a direct result of these meetings and/or conferences, I became more involved in my child's progress and in the school's activities.

Yes__________ NO__________

II. My Relationship to the Program

1. My child is in grade.

Kndg.____ 2____ 4____ 6_____
1 ____ 3____ 5____

2. I have visited my child's classroom for conferences and other

Yes__________ NO__________

3. I like individualized learning

Yes__________ NO__________

4. I understand why my child is given frequent skills tests.

Yes__________ NO__________

5. I like the Sullivan Program

Yes__________ NO__________

6. I like the reading skills Sequence Program.

Yes__________ NO__________

Parent Questionnaire con't:

7. Things I would like to see changed in the program are:

8. Things I would like to see kept in the program are:

9. The reading program my child was in this year helped him to become a better reader.

Yes__________ NO__________

10. I like the program and what it has done for my child this year.

Yes__________ NO__________

Report Student Progress to Parents
OPERATIONAL TASK

At least Three Times a Year
TASK DEADLINE

TASK OBJECTIVE #17

Individual student's progress will be reported to parents at least three times a year.

TASK PROCEDURES:

1. Provide inservice on conferencing techniques and report card preparation.

2. A system of scheduling conference appointments will be established.

3. Secure student data on basis of established criteria.

    a. standardized test data - Spring and Fall
    b. present progress on the skills sequence
    c. social behavior
    d. report card
    e. present reading approach and level

4. Three reporting periods will be scheduled at twelve week intervals with the parent conference as an integral part of the first and second periods.

5. Special conferences may be initiated by parent or teacher.

6. Arranged classroom observations for individual parents.

TASK EVALUATION:

1. Teacher keeps a list of conferences completed and an evaluation of the conferences by the teacher.
2. Principal will monitor conference forms and report cards before the end of the reporting period on a sampling basis.
3. Parents will complete a parent-teacher conference evaluation form and return it to the school.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom Teachers and Principal

TASK OBJECTIVE # 17

PARENT - TEACHER CONFERENCE EVALUATION

	Very Helpful	Helpful	Not Helpful
1. Did you understand the growth made by your child in reading?			
2. Do you understand your child's strengths and weaknesses in reading?			
3. Do you know what we are asking from you in order to improve your child's reading?			
4. Do you understand what our expectations are for your child in reading?			

Provide for Pleasure Reading
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #18

Each student will be allowed time each week for pleasure reading.

TASK PROCEDURES:

1. Assess materials, books, facilities and personnel available.

2. Determine reading materials needed to provide a wide variety of reading experiences which are of high interest to children.

3. Schedule time for student utilization of materials.

4. Provide opportunity for student who wants to report on materials read.

    a. tape recording
    b. sharing with others
    c. drawing picture stories
    d. select music that fits the story
    e. student keep a personal diary of books read
    f. oral reports
    g. other activity

TASK EVALUATION:

1. Teacher will observe how each student is utilizing time for pleasure reading.

2. Observation of student diary or other recording books the student has read.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom teacher, Resource teacher, and Librarian

Intergrating library services into prescriptive reading program
OPERATIONAL TASK

Opening of School
TASK DEADLINE

TASK OBJECTIVE #19

The library will function as a learning station for individualized prescriptive instruction.

TASK PROCEDURES:

A. Credentialed Librarian

1. Assess existing library materials and equipment and indicate what is needed on a check-list.
2. Provide necessary material for teaching skills listed in the Research skills area of the skill sequence.
3. Establish a schedule for programming students into the library.
4. Inservice teachers on utilization of library learning stations.

B. Library Clerk

1. Assess existing library materials and equipment and indicate what is needed on a check-list.
2. Provide necessary material for teaching skills listed in the Research area of skill sequence.
3. Establish a schedule for programming students into library.

TASK EVALUATION:

Librarian will complete a monthly survey on utilization of library services.

TASK RESPONSIBILITIES:

Administrative: Principal

Operational: Resource Teacher, Librarian

TASK OBJECTIVE # 19

LIBRARY ASSESSMENT FOR LEARNING STATIONS

Does the Library have:	Yes	No
1. A program for teaching library skills	______	______
2. Facilities for individual learning skills	______	______
3. Schedule to program students into prescriptive stations	______	______
4. Inservice for teachers (and librarian) on utilization of library	______	______

TASK OBJECTIVE: # 19

MONTHLY ACCOUNTING
OF
CLASSROOM LIBRARY UTILIZATION

ROOM	CLASSROOM VISITATION	CIRCULATION	LEARNING STATION USE	TUTORIAL BILINGUAL	OTHER

Pupils Apply Reading Skills in Other Disciplines
OPERATIONAL TASK

May
TASK DEADLINE

TASK OBJECTIVE #20

Pupils will demonstrate their increased ability to use reading skills in content areas of Math, Social Science, Science, and Health.

TASK PROCEDURES:

1. Using a check-list all teachers will assess students ability to read Math, Social Studies, Science and Health materials in October.
2. The same check-list will be used to assess students in May.

TASK EVALUATION:

Results of the check-list will determine student's increased ability to apply reading skills in content area.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Classroom teachers

TASK OBJECTIVE: #20

CHECK LIST FOR CONTENT AREA READING

Student Name ______________________ Reading level ______________________

Student demonstrates ability to read on his diagnosed reading level in the areas of:

	October level	May level
Mathmatics	______	______
Social Studies	______	______
Health	______	______
Science	______	______
Language Arts	______	______

Teachers Signature ______________________

Evaluate Individual Pupils Growth with
Standardized Instruments
OPERATIONAL TASK

May
TASK DEADLINE

TASK OBJECTIVE #21

Evaluate each student's annual progress in reading on state mandated test.

TASK PROCEDURES:

1. Administer pretest to all students in October
2. Administer post test to all students in May.
3. Compare results from pre to post testing.
4. Plot growth of each student on prepared form.

TASK EVALUATION:

Utilize the results plotted to determine annual growth.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher and Classroom Teacher

TASK OBJECTIVE #21

Test__________________ Room__________________

Teacher_______________

PUPIL	LAST MAY G.E.	FALL SCORE G.E.	SPRING SCORE G.E.	GROWTH IN MONT
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

Evaluation of Instructional Material
OPERATIONAL TASK

Continuous
TASK DEADLINE

TASK OBJECTIVE #22

Identify weaknesses and strengths of instructional materials used in the reading program to determine if materials are related to student learning.

TASK PROCEDURES:

1. Classroom teachers in utilizing a specific piece of instructional material will note any weakness in the material and forward a sample to the Reading Resource Teacher.
2. The Reading Resource Teacher will maintain an on going file of these criticized samples.
3. The Reading Coordinator and Reading Resource Teachers will review these materials and revise same annually.

TASK EVALUATION:

On the basis of identified needs revisions will be made. Revised materials will be ready and available for the ensuing school year.

TASK RESPONSIBILITIES:

Administrative Principal

Operational Resource Teacher, Classroom Teacher and Reading Coordinator

TASK OBJECTIVE # 22

Placement of Transfer Students;
Placement of Regular Students for
Following September
OPERATIONAL TASK

Continuing; and June
TASK DEADLINE

Within the first week of entry each transfer student will be placed at his instructional level from the student transfer data sent from the former school.

All student data (profiles, contracts, etc,) will be collected at the end of the year and filed for use for next year teachers.

TASK PROCEDURES:

1. The office will keep a list posted on a bulletin board of all transfer students, incoming and outgoing. (Checklist #1)
2. Transfer Student Data (using checklist #2) will be submitted by the classroom teacher to the curriculum resource teacher within 1 day after a student transfers to a new school.
3. If a school not using PRIME reading materials requests information, a correlation chart - checklist will be sent. (checklist #3)
4. The curriculum resource teacher will maintain a file in the Resource Room of all transfer records until they are called for by the new school.
5. On the day a transfer student enters, the curriculum resource teacher will call the transfer school to request his student data.
6. Data for all students (profiles, contracts, test results, etc.) will be sent by the classroom teacher to the curriculum resource teacher at the end of the year. (Use checklist #4 to indicate material to be placed in each student's folder.)
7. The curriculum resource teacher will maintain a file of all student data over the summer. These will be filed by class list as made out by the administrator in June. (checklist #5)

TASK EVALUATION:

1. A file of Student Transfer Data is maintained in the Resource Room until requested by another school.
2. A file of Student Data Folder is kept in the Reading Resource Room over the summer. These are filed according to class list as made out in June.

TASK RESPONSIBILITY:

Administrative Principal

Operational Classroom and Resource Teachers

CHECKLIST #1
OBJECTIVE #24

TRANSFER STUDENTS

Please list all transfer students each day and keep on bulletin board in office for use of curriculum resource teachers.

INCOMING STUDENTS

DATE ENTERED	NAME	GRADE	ROOM	TRANSFER SCHOOL	CHECKED BY	
					MATH	RDG

OUTGOING STUDENTS

DATE ENTERED	NAME	GRADE	ROOM	TRANSFER SCHOOL	CHECKED	
					MATH	RDG

CHECKLIST #2
OBJECTIVE #24

TRANSFER STUDENT DATA
(to be included with
records sent with student)

STUDENT______________________________GRADE__________ROOM________

TEACHER______________________________SCHOOL__________________

When a student transfers out the classroom teacher should send that student's folder(s) to the curriculum resource teacher within 3 days after he leaves.

When a student enters from another Title I school the receiving school resource teacher should call the sending school to request the records.

The following items are included in the student's folder:

___SWRL, Lesson____
___Distar, Lessons____
___P.O.I.N.T. profile

___PRIME Reading Profile
___Reading Prescription

___Sullivan Tape Book____
___Sullivan Response Book
___Sullivan Rdg Record Card

___Harper Row Contract
___Harper Row Answer Booklet
___Harper Row Rdg Record Card

___Spelling Contract
___Speller (if consumable)

___Language Records

___IPI Reading Skill Profile
___IPI Trade Book Profile
___IPI Spelling Profile

___District Rdg Record Card

___Other material:______________________________
____
____

CHECKLIST #3
OBJECTIVE #24

TRANSFER STUDENT DATA
(for schools not using PRIME Reading)

STUDENT:____GRADE____________ROOM________

TEACHER____SCHOOL______________________

The items checked below indicate materials used at our school. The levels have also been shown.

____SWRL, Lesson_____
____Distar Language, Lessons_____
____P.O.I.N.T. Profile

____Sullivan Book_____
____Sullivan Reading Record Card

CORRELATION CHART FOR:

HARPER ROW	SULLIVAN
Readiness	BRL
Pre Primer	Primer & Bk 1
Primer	Bks 2-4
1st Rdr	Bks 5-7
2nd Rdr (1)	Bks 8-11
2nd Rdr (2)	Bks 12-14
3rd Rdr (1)	Bks 15-17
3rd Rdr (2)	Bks 18-21

___Harper Row Contract, Book__________________, page__________
___Harper Row Answer Booklet
___Harper Row Reading Record CArd

___Speller, if consumable, level_____, unit_____

___District Reading Record Card

___Other material:______________________________
____
____

CHECKLIST #4
OBJECTIVE #24

STUDENT DATA CHECKLIST (one per teacher)

TEACHER____ROOM__________GRADE_____________

DATE: June_____________

Using the checklist below, please turn in a folder for each student containing the checked items:

____SWRL Record
____Distar Record
____POINT Profile
____PRIME Rdg. Profile
____PRIME Rdg. Prescription Sheet and Pretest for last area
____Sullivan Tape Book, if incomplete
____Sullivan Response Book, if incomplete
____Sullivan Rdg Record Card
____Harper Row Contract
____Harper Row Answer Booklet, if incomplete
____Harper Row Rdg Record Card
____Spelling Contract
____Speller, if incomplete
____Language Record Card
____Words in Color Profile
____IPI Rdg Skill Profile
____IPI Trade Book Profile
____IPI Spelling Profile
____District Reading Record Card
____Other Material_________________________

____

____

____Any CTBS or COOP test data